DOCUMENT RESUME

ED 424 449 CE 077 447

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TITLE	Summer Seminar Series. Workshops on: Communications I, Communications II, Learning Styles, Self-Esteem, Reducing Stress from Project Visions2.
INSTITUTION	Orangeburg-Calhoun Technical Coll., Orangeburg, SC.; Holnam, Inc., Holly Hill, SC.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE	1998-00-00
NOTE	122p.; For related documents, see ED 379 511-520 and CE 077 445-446.
PUB TYPE	Guides - Classroom - Learner (051)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Adult Education; *Cognitive Style; *Communication Skills; Conflict Resolution; Feedback; *Self Esteem; *Stress Management; Summer Programs; Thinking Skills; Workplace Literacy; Workshops

ABSTRACT

This course manual was designed to address problems of attendance during the summer in a manufacturing company's workplace literacy program. Materials from five workshops are provided, including handouts, exercises, worksheets, and instructor notes. "Communications I" addresses the following: what is communication?; evaluating listening skills; and identifying assumptions. "Communications II" explores verbal and nonverbal communication, conflict resolution, and positive feedback. "Charting Unexplored Territory--Discovering How Your Mind Works" is a workshop on learning and thinking styles. "If Life Is an Attitude, How's Yours? And What Are You Going to Do about It?" develops awareness of self-esteem and positive self-image. "Stress: Is It the Spice of Life?" focuses on what is causing stress and how to manage it. An appendix contains additional handouts. (SK)

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ED 424 449

Summer Seminar Series

Workshops on:

Communications I
Communications II
Learning Styles
Self-Esteem
Reducing Stress

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from Project VISIONS2
Holnam, Inc. and
Orangeburg-Calhoun Technical College
a National Workplace Skills Grant

CE077447

Introduction

Over the last few years of our grant, class attendance would drop off during the summer because of scheduled vacations. Participants would miss a week or two of class and feel that they were behind and just drop out. These workshops were designed to address this attendance problem. The workshops were held for two hours and each was scheduled at least four different times to allow for the 24-hour rotating shifts. The Summer Seminar Series was a success and it also appealed to workers that had not previously participated in class offerings.

The total series consisted of seven workshop titles. The other two workshops were Business Writing and True Colors. The Business Writing was instructed by the head of the English Department at the Technical College. The materials used for the Business Writing Seminar are not available. The "True Colors" Workshop was offered through the Orangeburg County Adult Education Department. True Colors is a personality workshop in which participants are classified by one of four colors. This was a fun workshop! The Adult Education Department had several trained presenters available and as a grant partner they provided the presenter. The materials for True Colors are copyrighted and available from Steck-Vaughn Publishing Company, however, only a trained presenter can order these materials.

All of the remaining five offerings are included in this booklet. These are designed to be interactive and discussion oriented. Participants are led through the materials over the two hour period. The workshops were filled with discussion and sharing of experiences related to topics. The evaluations for this series were all positive. In fact, the only negative comments dealt with the comfort of the chairs and with the shortness of the two hour time frame.

For more information or questions, please contact:

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Communications I

What is
Communication?

Project VISIONS2
and
CAREER 2000

present

COMMUNICATIONS I

a workshop on communication skills

with information compiled by:
Mary Lou Taylor, Instructor at Holnam, Inc.
for
a National Workplace Skills Grant
received by
Orangeburg-Calhoun Technical College
Orangeburg, SC

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CAREER 2000 presents . . .

Communications, part I

Workshop Outline

Workshop Title: Communications, Part I **Instructor:** Lou Taylor, ext. 241

Class Hours: 12:45 - 2:45 P.M. and 3:15 - 5:15 on selected Tuesdays and Thursdays

Class Location: Main Office Building, 2nd floor classroom

Class Size: There is no limit to class size.

Contact Hours: one two-hour session

Workshop Description: This workshop will familiarize the participant with the basics of communications. Major emphasis is on the meaning of communication and the importance of clear communication. Participants will complete a Listening Self-Assessment and the importance of good listening is stressed. The workshop ends with the use of positive feedback in the communication process.

Why Take This Workshop: If you feel that communication is basic to the developing of understanding among people - this is the workshop for you.

Materials: All materials will be provided to participants at the workshop.

Grading System: This is a non-graded workshop - you cannot fail this one!

Confidentiality of Test Scores: There are no test scores related to this course. The Listening Self-Assessment is for your information and scores will not be recorded.

Attendance: The workshop is only two-hours long, so you must be there for the two-hour session for credit.

Class Schedule: A calendar for the Summer Seminar Series will be provided to you at the first meeting. All effort have been made to meet individual work schedules. If you need to make adjustments, ask and whenever possible such adjustments will be made.

Workshop Objectives:

- Participants will define communication.
- Participants will engage in class discussion.
- Participants will evaluate their listening skills by completing Listening Self-Assessment and prepare a plan for improvement if noted by the inventory.
- Participants will relate incidents in which the Deadly Assumptions were used.

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Notes to the Instructor

The Communications Workshop was divided into two parts due to the amount of material available. These workshops were designed to follow each other, however, each will stand alone.

The purpose of the two communications workshops is to make the participant aware of the skills involved in real communication. Most think that communication involves speaking and writing. They never seem to remember that in order to have a conversation there has to be listening involved in order for the conversation to have meaning.

Communications I reviews the meaning of communication. It begins with the quote by Carl Jung, "Communication is the sharing of meaning." Participants then write their own ideas for what communication means to them. A sharing and writing of a group definition follows the individual definitions. Participants must all agree and have the opportunity for input into the shared definition of COMMUNICATION. Have the participants write the common definition on their page. You may have someone look up the definition in a dictionary. Participants may find that they like the definition they just wrote better than the dictionary definition.

Have the participants discuss the "Deadly Assumptions" and give examples from their experience when these assumptions have caused problems. If you are comfortable with dividing of the word assume you can share this with the group. On a chart or whiteboard divide the word assume into three parts as follows: ASS/U/ME. Go on to explain that when we assume too much we begin to make the first part out of the second and third parts. Allow time for participants to write about a time when they did not experience shared meaning. Encourage sharing of their experiences and how they felt at the time. What do they feel was the cause of the confusion of miscommunication?

Communications I is designed to get the participant involved in oral discussion of communication. There are quotes throughout both workshops that should be thought provoking. Encourage participants to discuss how they feel about each quote, agree or not. It is through the oral discussion that they notice the importance of listening to other and "the sharing of meaning" and ideas that occurs.

The Listening Self-Assessment does not take long to complete. It shows the participant at a glance where they need to improve. Be sure to mention that in many cases we tend to rate ourselves a notch higher, so they may want to take a serious look at areas for improvement.

What is communication?

"The Sharing of Meaning."

- Carl Jung

What Is Communication?

✍ Write your ideas here: ______________________

I know you believe
that you understand
what you think
I said,
but I am not sure
that you realize that
what you heard is
not what I meant.

Write about it!

Think about a time when you did not experience shared meaning. Describe the situation. Was the misunderstanding due to the people? The environment? Interpretation? Other distractions/interferences?

DEADLY ASSUMPTIONS

⇒ We assume others perceive the world the same way we do.

⇒ We assume others attach the same meaning to words that we do.

⇒ We assume others understand us.

⇒ We assume that we can understand others if we listen hard.

Adapted from Working In Groups, February, 1983.

"Communication is not what *you* say or thought *you* said.
It is what they hear and what they think *you* meant.
Therefore communication is not intent. It is perception."

When speaking, most people tend to assume that the other person understands and follows what they are saying and what they mean. However, everyone is different. Everyone perceives the world differently and interprets things differently. Conclusions, assumptions, and inferences based on our perceptions suddenly become "fact" that we act on. Common misunderstandings between co-workers, friends, or spouses, are the result. To be an effective communicator, one should again try to understand the other person's real self - how they perceive the world and what they are trying to convey. In order to sharpen perceptions, communicators need to listen. Communication is a two-way street and listening is just as important as speaking in becoming an effective communicator.

Many people do not seem to realize that much of our thinking proceeds from assumptions often perceived as fact. What can we do to change this? First we need to look at ourselves. Let's begin by looking at how keen are our listening and perception skills. Perception means the way you understand or interpret things that you see or hear. There are several things that can be done to sharpen these skills. The following list offers some starting points for improving our perceptions:

Sharpening Perceptions

1. ***Don't jump to conclusions.***
2. ***Seek more information.***
3. ***Empathize with others.***
4. ***Be willing to adjust.***
5. ***Make a commitment.***
6. ***Listen carefully to what is being said.***

Listening carefully is the last on the list, but it is certainly not the least important. Many of us take listening for granted - we assume that we are good listeners. Remember the "Deadly Assumptions." Listening is, in fact, a skill that we need to work on constantly.

Why should we try to improve our listening skills? Look at the examples* below of some true stories showing examples of the costs of poor listening skills:

- A sales manager for a large company asked his accounting department how he could charge off a $100,000.00 error caused by a dispatcher who routed a fleet of drivers to deliver building materials to the wrong state. The dispatcher heard the city (Portland) but not the state (Maine). The result was eight trucks 3,000 miles off coast in Portland, Oregon. How could this problem have been avoided?

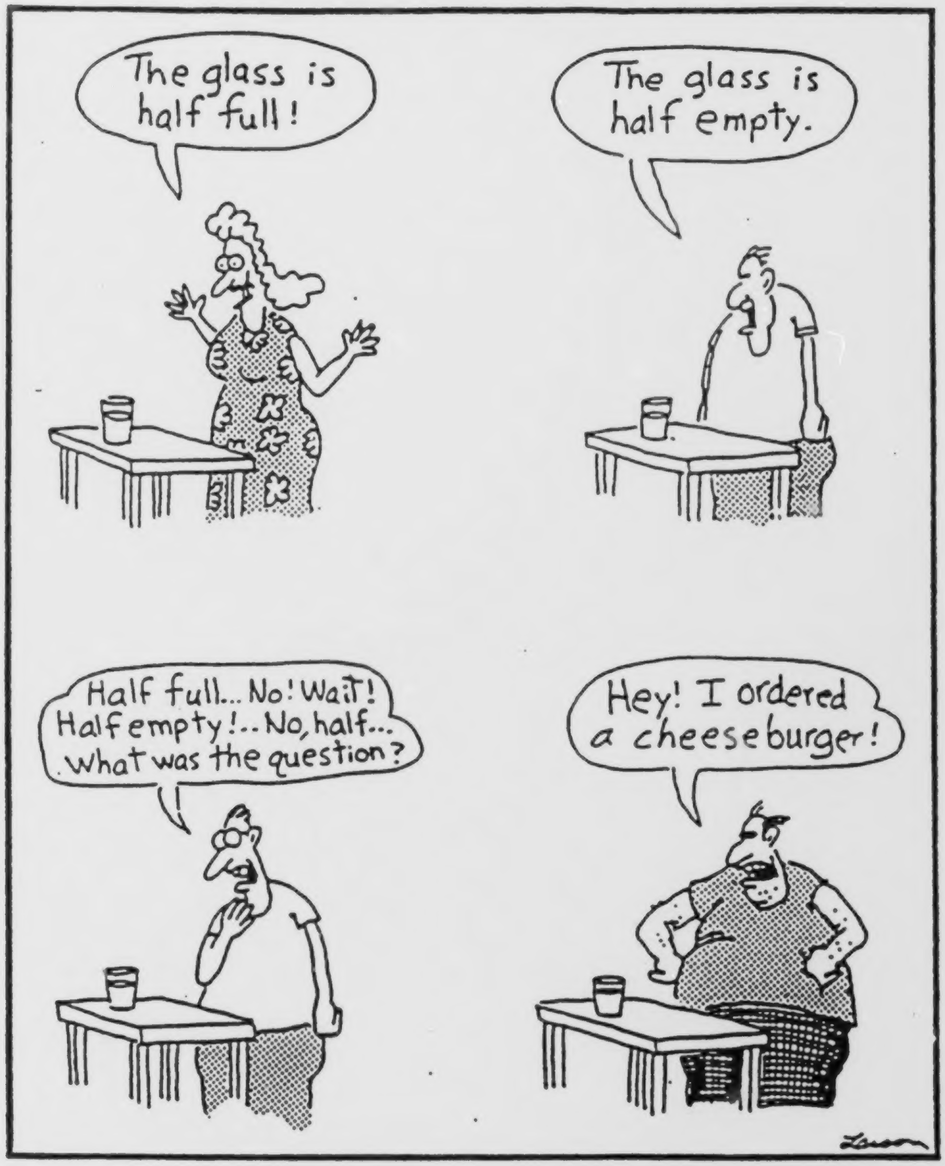
- Three computer sales representatives from different companies presented their products to a historian who had special application needs. The historian was a dealer in rare manuscripts and explained to each sales representative what computer functions were required. Two of the sales representatives did not listen and presented products that were inappropriate. The third understood what the historian wanted, and she got the order. The manuscript dealer was impressed with only one thing, and it wasn't the hardware because he didn't know much about computers. He did know that two people didn't listen, and the third did. He bought his computer from the person who listened. What was the cost to the other two companies? How can the two sales representatives who didn't listen make sure they don't lose any more business in the future?
- Linda recently cut short a business trip to attend an important investment dinner meeting with her husband. She hurried home from the airport, dressed for dinner, and met her husband at the restaurant. An hour and a half later their financial advisor had not arrived. A phone call deduced they were at the right restaurant, but it was the wrong night. The dinner was rescheduled, but Linda sacrificed profitable business she would have closed had she kept her original trip schedule. How could Linda avoid this problem in the future?

*from: Workplace Communications - Meaningful Messages

The next two pages have pictures on them. Look at the first page with "The Far Side" cartoon. What is your impression ? Can you identify yourself as one of the four basic personality types shown? Can you give a name to the four types? The second page has a picture of a woman on it. Can you tell if she is a young woman or an old woman?

After you view and discuss these two pages, think about the quote that, "communication is perception." How does perception apply to the pictures in these two examples.

Which of these four are you?

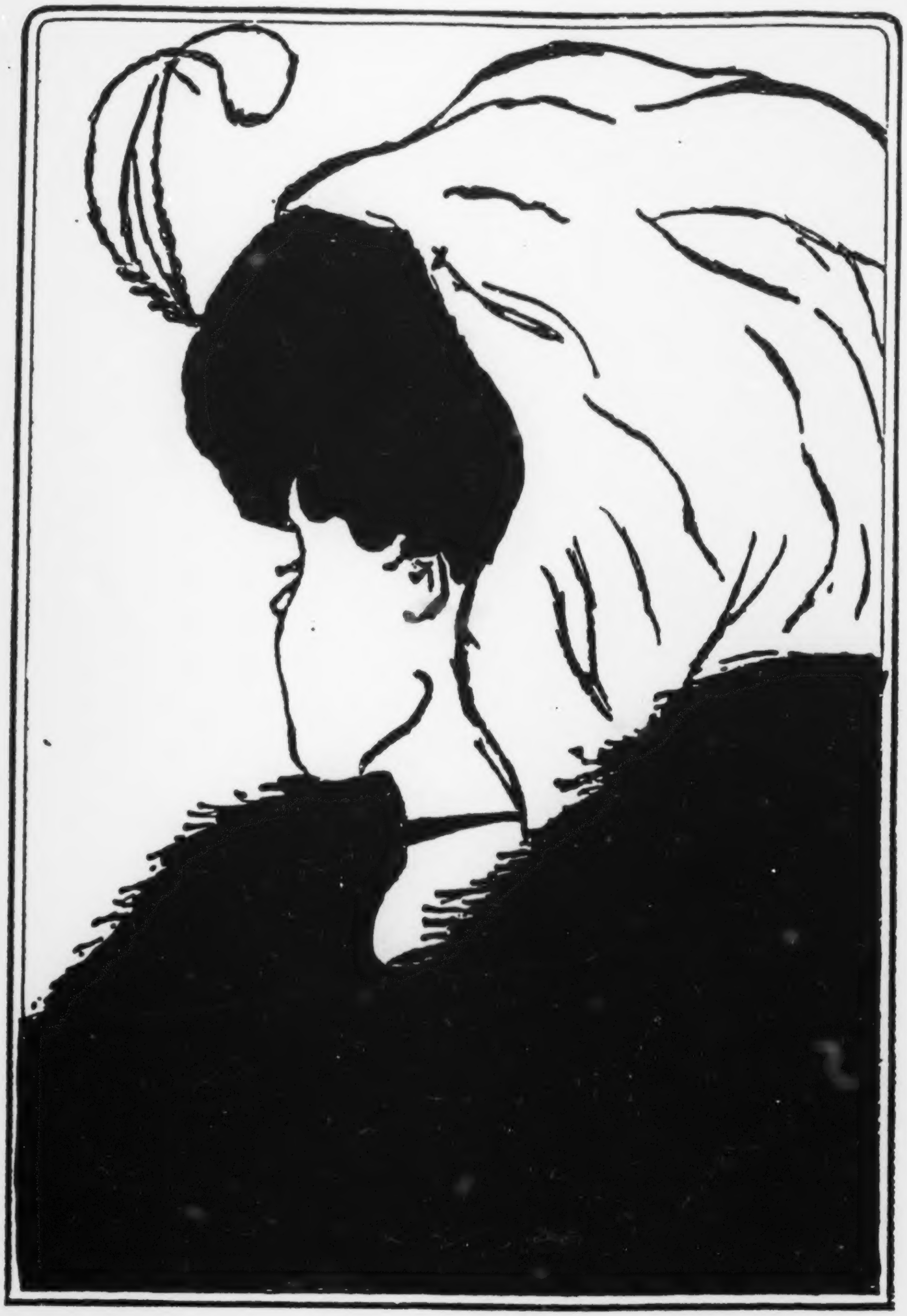

The glass is half full!
The glass is half empty.
Half full... No! Wait! Half empty!.. No, half... What was the question?
Hey! I ordered a cheeseburger!
Larson

The four basic personality types

The Far Side by Gary Larson

source unknown

Look closely at this picture - what do you see?



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"We have two ears
and only one tongue
in order that
we may hear more
and
speak less."

-Diogenes (320 BC)

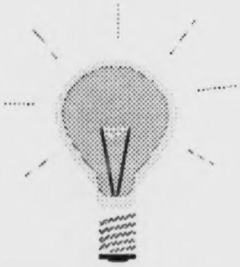
LISTENING SELF-ASSESSMENT

How often have you caught yourself engaging in the following bad listening habits?

BE HONEST!!

	Almost always	Usually	Some-times	Seldom	Almost Never
1. Giving in to mental distractions/letting your mind wander					
2. Giving in to physical distractions					
3. Trying to remember everything said					
4. Rejecting an idea before hearing it all					
5. Faking that you are paying attention					
6. Focusing on how it is said rather than what was said					
7. Jumping to conclusions about what the speaker means					
8. Deciding that the speaker is wrong/you are right before hearing the full story					
9. Judging the speaker on his or her appearance					
10. Hearing what you expect to hear instead of what is actually said					

Source: Workplace Communications, Colorado Community College



Listening to Understand

Show interest in what the other person has to say!

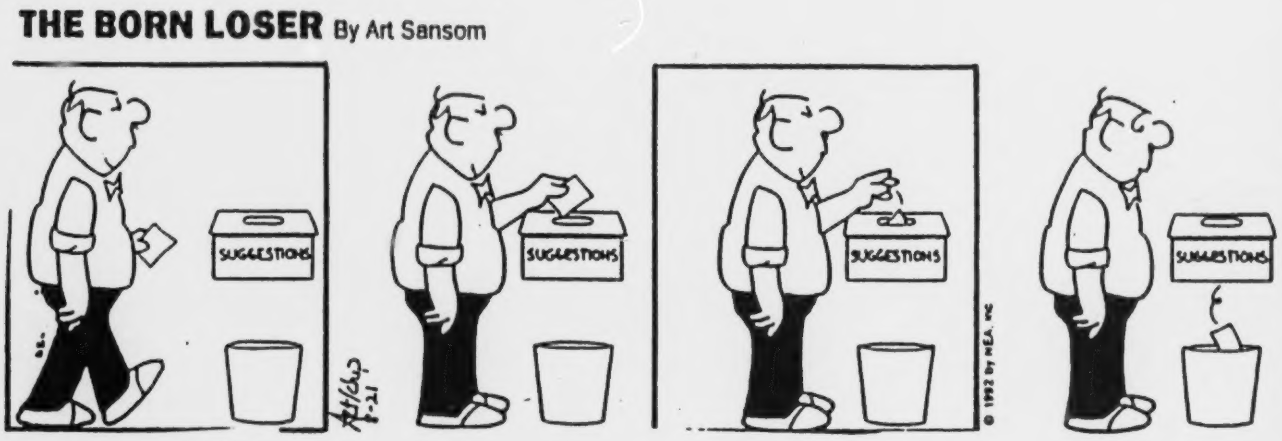
Ask questions to clarify what you have heard!

Let the other person know what you understand!

As we work to develop better listening skills, we need to pay attention in order to give positive and constructive feedback. Feedback can take several forms. One is the retelling of information given back to the originator to see that clear understanding took place. Feedback can be a very effective tool in dealing with people, especially in teamwork. Feedback reinforces good behaviors and can be used to change undesirable behavior. For example, Joe phoned to let you know that he could not make the meeting because of an emergency at work. You encourage Joe to keep you informed, and the next time you see him, you say, "Joe, I really appreciated your call about missing the meeting. I hope the situation at work wasn't too serious." Joe feels pleased by your comment and concern, and he is more likely to let you know in advance whenever he will miss a meeting.

The following is another example of a way to change behavior: Jack has gotten lazy about completing his shift reports and some days doesn't do them at all. This causes you a delay in getting your work started. How do you handle it? You approach Jack and say, "When you don't complete the shift reports, it causes me to get a late start. I know that we are all busy, but it's not helping any of us to put work off on the next person." Jack says, "Bill, I know how you feel because Fred never does his reports, and it takes me an hour to find all the information to complete his work. That's why I don't have the time to complete mine." Now you know that the problem is with Fred, and you have an ally to approach Fred and get him to shape up and complete his report. You have just used an "I" statement in your approach to Jack. An "I" statement does not put the person you are speaking to on the defensive. The statement lets the person know how you are affected by their actions and sets the stage for meaningful dialog. "I" statements, most importantly, don't blame the other person.

Look at the cartoon below and think about how you would feel if you were the person:



Source Unknown

Everyone wants to feel that his/her input is worth hearing and taken seriously. How long would a suggestion box last if this were the attitude we had about input?

Positive feedback has been shown to: increase morale, open up communication lines, aid in team building, promote a climate of trust, and help everyone to focus on the positive. Many are not used to giving positive feedback; it doesn't come naturally to those used to being negative or who don't know how. This is again one of the skills that we need to practice. We like being told that we've done a good job, and so do others. Let's try to give some positive feedback to at least one person each day and see what changes begin to occur over time.

Here are some hints for giving positive feedback:

1. Describe specifically what you observed.
2. Describe your reactions to what you observed.
3. Describe how the behavior affected you.
4. Make it personal - use "I" statements.
5. Be genuine.
6. Offer helpful hints when appropriate.
7. Summarize and show your support.

"I" Statement Practice

Take a few minutes to practice using "I" statements in the following situations:

1. A co-worker wants to do higher level work. You do not feel that he is able or qualified, at this time, to do the work. The manager from another department asks you for a recommendation. First, what would you tell the manager. Second, use an "I" message to talk to your co-worker about your recommendation. ____________________
   ____
   ____
   ____
   ____
   ____

2. You and a co-worker have had repeated arguments about the way a procedure should be done. No matter how you have tried the two of you cannot reach a compromise without an argument and it is affecting the quality of both yours and his work. You have just learned about "I" messages and are approaching the co-worker with this new technique. You say, ____________________
   ____
   ____
   ____

"I" messages seem awkward at first but with practice they will come easy and natural. This technique can be very effective in dealing with people. Remember it the next time that you are in a situation that calls for diplomacy and tact in order to avoid an argument.

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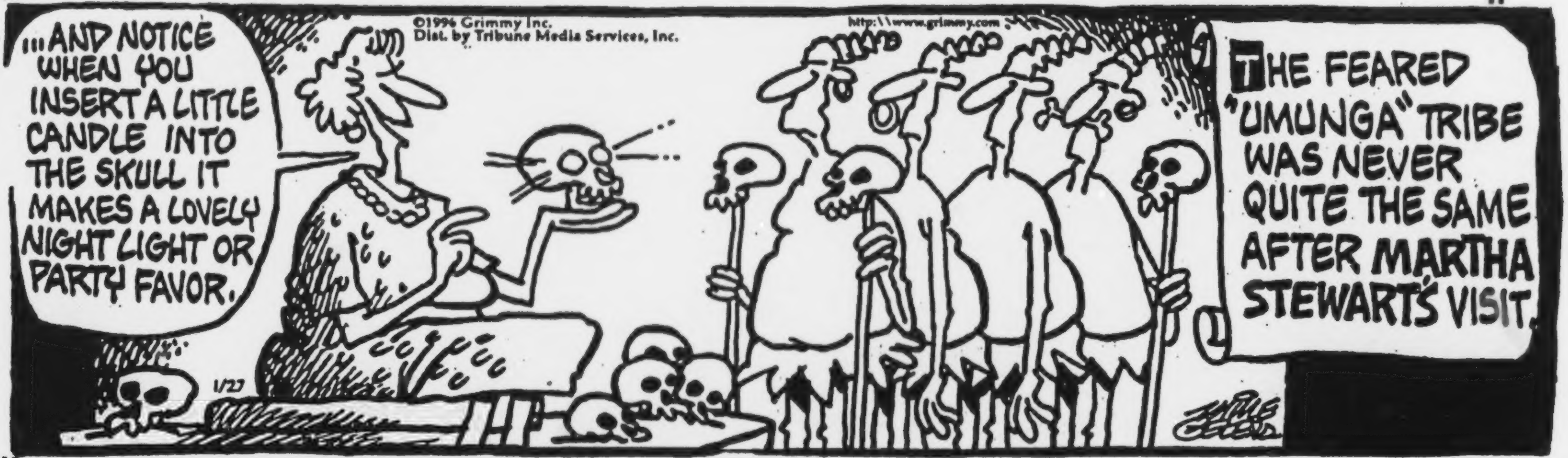
"Just as Martha Stewart changed the Umunga tribe, I hope that your participation in this workshop will make an impression on you and, at the very least, cause you to think about how we communicate with others."


...AND NOTICE WHEN YOU INSERT A LITTLE CANDLE INTO THE SKULL IT MAKES A LOVELY NIGHT LIGHT OR PARTY FAVOR.
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http:\\www.grimmy.com
THE FEARED "UMUNGA" TRIBE WAS NEVER QUITE THE SAME AFTER MARTHA STEWART'S VISIT.
1/27

Mother Goose & Grimm

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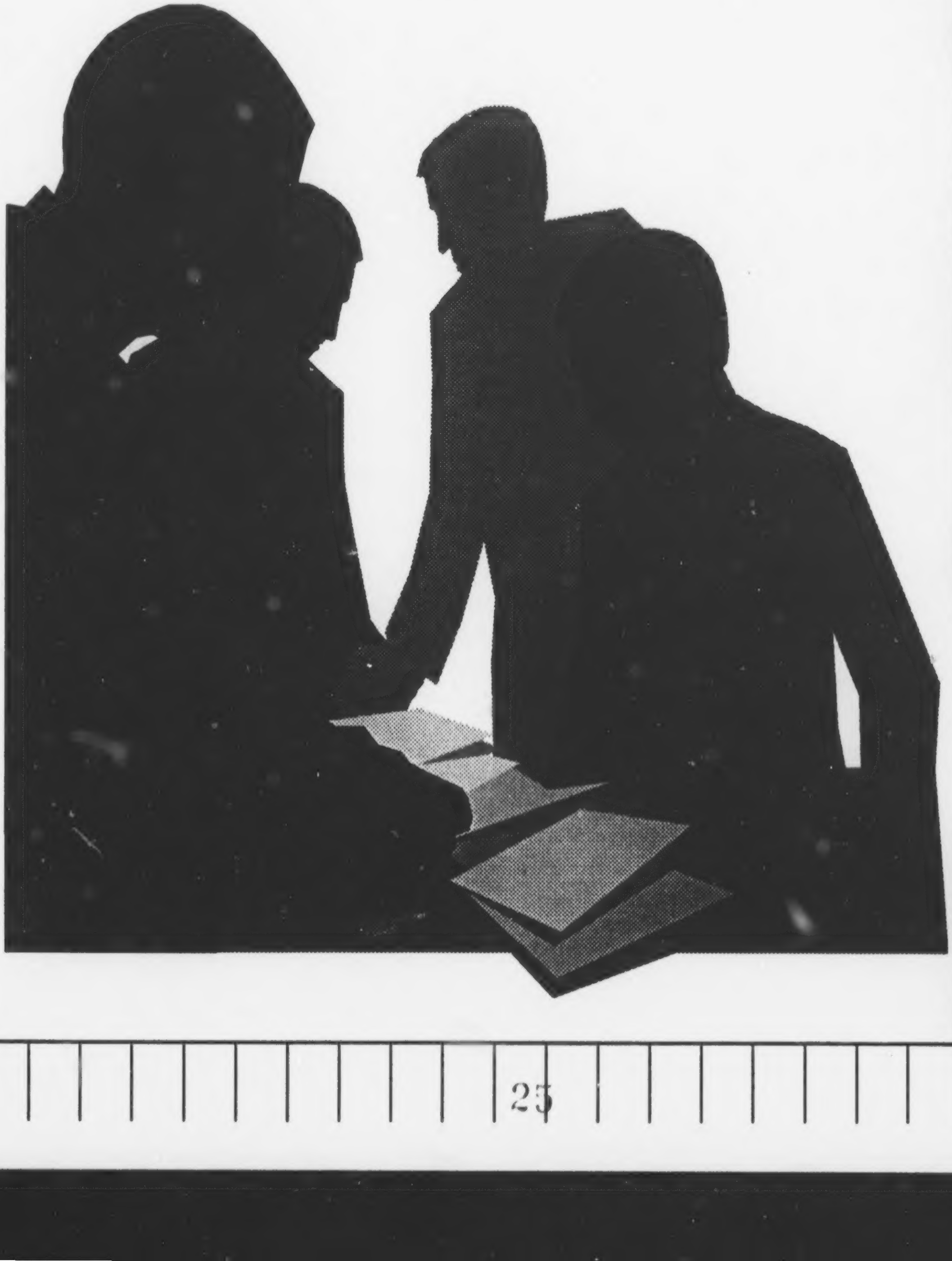
References

The Competitive Edge. Barbara Sutherland, Editor. 1994. The University of Texas at Austin, Educational Resources, Division of Continuing Education. Austin, Texas.

Job Survival Skills. Margaret M. Brewner, William C. McMahon, Michael P. Roche. 1993. Educational Design, Inc. New Your, New York.

Workplace Communication - Meaningful Messages. Rita Moore, Project Leader. Colorado Community College and Occupational Education System and Pikes Peak Community College.

Communications
II



Project VISIONS2
and CAREER 2000

PRESENT

Communications II

A WORKSHOP ON COMMUNICATION SKILLS

with information compiled by:
Mary Lou Taylor, Instructor at Holnam, Inc.
and
Sue T. Crapps, counselor for Project VISIONS2
for
a National Workplace Skills Grant
received by
Orangeburg-Calhoun Technical College
Orangeburg, SC

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CAREER 2000 presents . . .

Communications, part II

Workshop Outline

Workshop Title: **Communications, Part II** **Instructor:** Lou Taylor, ext. 241

Class Hours: 12:45 - 2:45 P.M. and 3:15 - 5:15 on selected Tuesdays and Thursdays

Class Location: Main Office Building, 2nd floor classroom

Class Size: There is no limit to class size.

Contact Hours: one two-hour session

Workshop Description: This workshop picks up where Communication I leaves off. However, Communications I is not a prerequisite for this workshop. This fast-paced two hour workshop covers verbal and non-verbal language, body language, constructive feedback, and introduces conflict resolution.

Why Take This Workshop: This is a follow-up to Communications I but it will also stand alone. If you did not take Communications I - you can still take Communications II. If you feel that communication is basic to the developing of understanding among people - this is the workshop for you.

Materials: All materials will be provided to participants at the workshop.

Grading System: This is a non-graded workshop - you cannot fail this one!

Confidentiality of Test Scores: There are no test scores related to this course. The Listening Self-Assessment is for your information and scores will not be recorded.

Attendance: The workshop is only two-hours long, so you must be there for the two- hour session for credit.

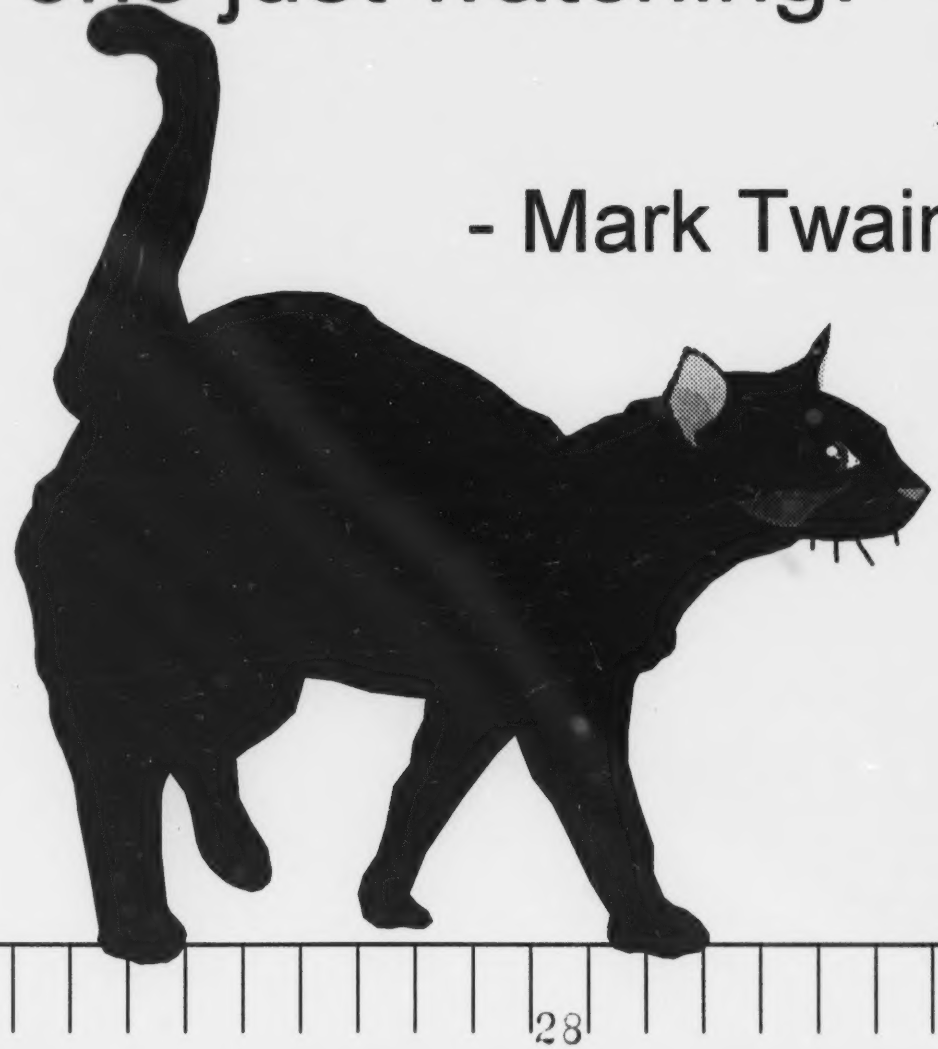
Class Schedule: A calendar for the Summer Seminar Series will be provided to you at the first meeting. All effort have been made to meet individual work schedules. If you need to make adjustments, ask and whenever possible such adjustments will be made.

Workshop Objectives:

- Participants will define verbal and non-verbal communication.
- Participants will evaluate situations that deal with conflict resolution.
- Participants will describe personal conflicts and how these were resolved.
- Participants will practice the principle of positive feedback.
- Participants will re-evaluate their personal conflicts and apply newly learned principles of postiive feedback to the situation.

"The person who grabs the cat by the tail learns about 44 percent faster than the one just watching."

- Mark Twain



Verbal & Non-Verbal Communication

Most of us think that we communicate with words more than without words or non-verbally. That seems like a logical statement, but in fact words account for a mere 7% of communication. Our voice accounts for 38 % and non-verbal communication accounts for a whopping 55% of all communication.

What is non-verbal communication? Non-verbal communication includes body language, attitude, our actions as we are speaking, eye contact with the audience, the appropriateness of our dress, facial expressions, mannerisms, posture, and any number of other aspects that affect the message we are trying to communicate.

Let's look at positive uses of non-verbal communication:

1. Gain the attention of the listener by looking the person directly in the eye and by giving them a firm handshake.
2. Show a genuine interest in what is being said - - use proper posture and appropriate gestures.
3. Express your trustworthiness and honesty by a nod of the head, by looking the person in the eye.
4. Express your attitude towards yourself, your message, and toward your listener by your attentiveness to their conversation - - don't interrupt with distracting body movements.
5. Express your confidence in yourself by your dress.
6. Express your enthusiasm for your job by your dress, attentiveness and, mannerisms.
7. Direct attention to other people in the room by also directing the message to them.
8. Reinforce your message.
9. Open the lines of communication between you and the listener.

Is there anything to this? Really, what would happen if we didn't do these things:

1. Indirect eye contact. (not truthful)
2. Nervous body mannerisms - - shifting from foot to foot, clicking a pen or constantly clearing the throat.
3. Poor posture. (both sitting and standing)
4. Inappropriate dress. (the message is missed because attention is on your clothes)
5. Inattention to the speaker - - eyes wandering around the room instead of listening to the speaker - - - shifting eyes.
6. Gestures or non-verbal behavior that contradict oral or verbal messages.
7. Leaning away from the listener.

8. Folding your arms in front of your body, commonly regarded as a defensive posture.
9. Inappropriate body scent - - foul odor, too much perfume/after shave lotion.

Is your body language sending a positive message? Answer the questions below.

Are you sending a positive message with your Body Language?

[yes] [no] Do you hold your head high and steady?

[yes] [no] Are your facial muscles relaxed and under control?

[yes] [no] Do you find it easy to maintain eye contact with people you are talking to?

If you answered yes to all three questions, you are sending a positive message. We must be aware that people will believe our non-verbal messages over our verbal ones. To be an effective communicator we must make sure that our words match our behavior. While keeping all this in mind, be natural, spontaneous, and conversational. Let your body mirror your feelings and smile when you are speaking.

Eye contact has been called the cement that binds the speaker and the listener together. Simply put, it means that you and the speaker exchange glances. Changes in the speaker's facial expressions help you understand what the person is saying. Be careful not to stare at the speaker because the speaker may become uncomfortable.

Paying attention to the speaker means more than just using your ears and eyes. It means becoming actively involved with the speaker. Let the speaker know that you are listening by nodding, or laughing or smiling when appropriate. You may also comment on what is being said, ask questions or summarize what you think the other person has said.

Your posture can tell the speaker of your interest. Be aware of what is happening in the here and now. Be relaxed, but not so relaxed that you fall asleep. Show interest by comfortably leaning slightly toward the speaker. Show the other person your interest by truly listening, not just waiting your turn to speak.

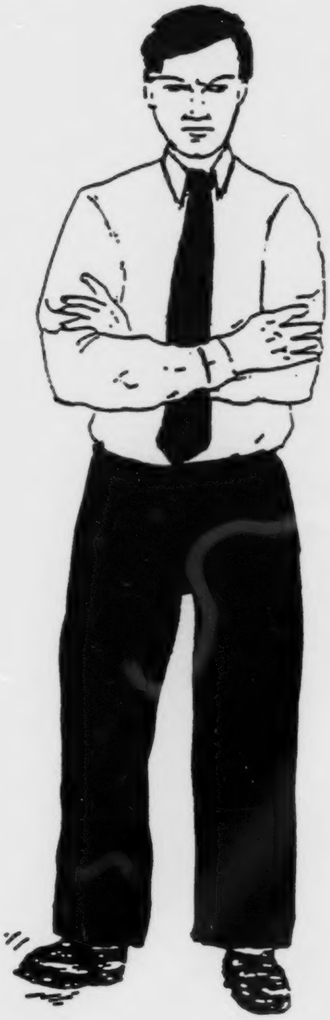
Now, where does our voice fit into communication? Our voice is used to express the words, but it is actually non-verbal. Think about it for a minute. The tone of our voice can change the way in which the words are interpreted by the audience. We need to be sure that our voice is firm, clear, sincere, varied, and avoid the use of fillers (ums, ahs, and so forth, etceteras, and so on).

So, what about the actual words we use? Be sure that we use clear, accurate, precise, vivid, and appropriate words in our conversations and speaking.

All the verbal and non-verbal "things" fit together into the everyday conversations that we have. There is a lot to keep in mind, but if we do we will be considered a better and more effective communicator.

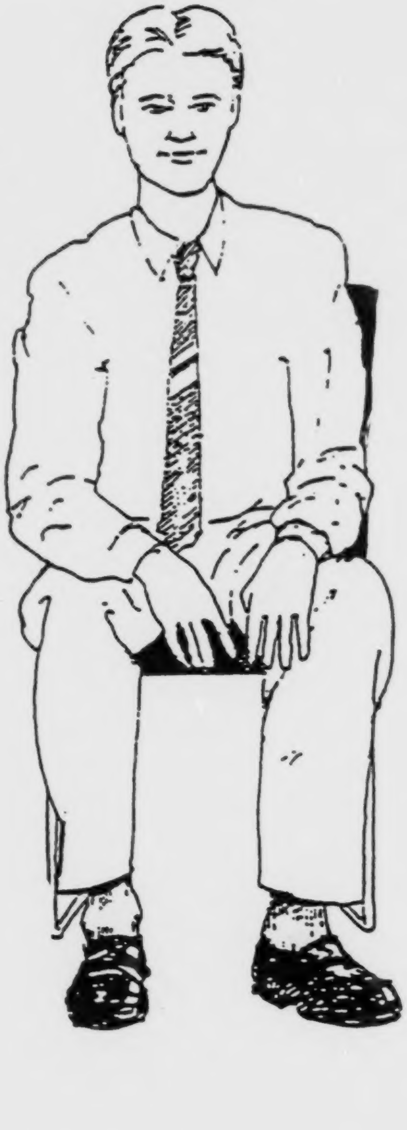
Look at the pictures on the next three pages and discuss the way you feel about them.

Picture 1



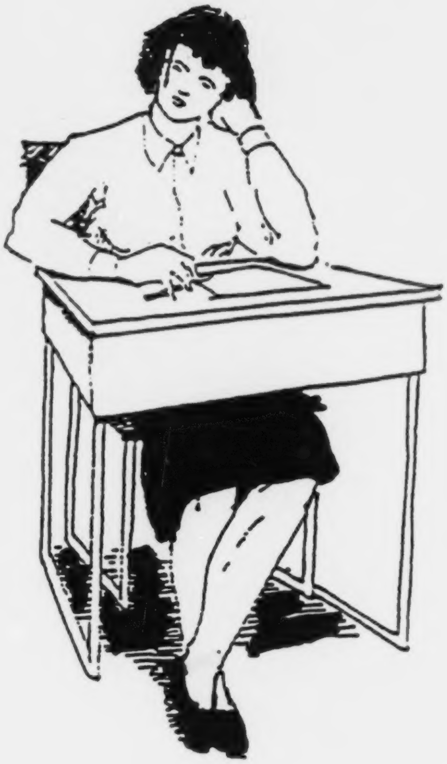
Source: Workplace Communications - Meaningful Messages

Picture 2



Source: Workplace Communications - Meaningful Messages

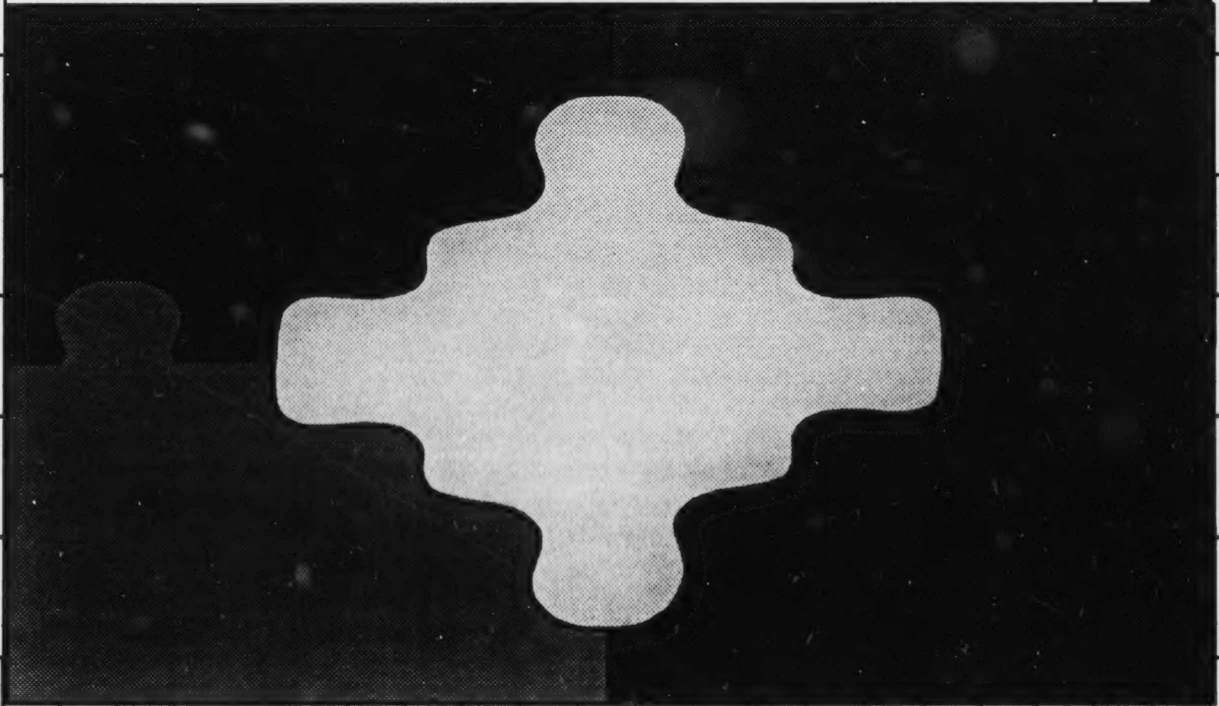
Picture 3



Source: Workplace Communications - Meaningful Messages

"The ability to express an idea is well nigh as important as the idea itself."

- Bernard Baruch



Relationships With Your Co-Workers

Twenty interpersonal situations between an individual and co-workers or colleges are described below. By your co-worker or colleagues, we mean people with whom you work but with whom you neither supervise nor are supervised by. To what degree do you agree with each stated solution?

1. One of my co-workers and I had a strong argument in the past and I know he is still uncomfortable around me. So I made a comment to him about his behavior and asked him how he felt the argument had affected our relationship.

2. A colleague of mine was unable to get along with his supervisor in another department with whom he should cooperate to get the job done. I told my colleague that I felt he was partially responsible for this problem and that he needed to try to indicate how the other supervisor was being affected by him.

3. A colleague with whom I worked began to avoid me and act in an aloof but withdrawn manner. I called his attention to his behavior and suggested he tell me what was on his mind.

4. In a discussion with several colleagues, the conversation turned to a subject about which I should be knowledgeable but which I actually knew nothing about. I confessed my ignorance, not paying attention to my colleague's reactions and encouraged the continuation of the conversation in order that I may learn about the topic.

5. A co-worker told me he believed I was doing things that made me less effective in my relationships with my colleagues. I encouraged him to spell out or elaborate on what he had observed and suggest changes.

6. A colleague wanted to do higher level work. I believed he was not ready, able or qualified to do the work. He had tentatively been selected by the manager of another department to do such work. I told my colleague and the other manager that I did not feel my colleague was ready for the higher level work. I then left the final decision up to them.

7. One of my colleagues was being unfair to other colleagues. I asked several other colleagues how they saw the situation to see if they felt he was behaving unfairly.

8. I was preoccupied with some personal matters and a co-worker told me that I had become irritable and impatient with him and others and that I seemed to be acting upset and unreasonable about important things. I listened to his complaints and told him to mind his own business.

9. I overheard some colleagues discuss an ugly rumor about another colleague which I knew could hurt him and he asked me what I knew about it. I told him exactly what I had heard, who had said it, and when it was said.

10. A colleague pointed out that I had a "personality conflict" with a co-worker in another department with whom it was important that I cooperate in order for my colleagues to get the work done. I went to my colleague and openly discussed the situation in order to find out how his work was being affected.

11. My relationship with one of my co-workers had been damaged by repeated arguments on an issue of importance to both of us. I pointed out the effects the argument was having on our relationship and suggested that we discuss it until we could resolve the problem.

12. While I was trying to give a colleague my reactions to his performance, he suddenly suggested that we discuss my performance as well. I said, "sure" and welcomed the opportunity to learn how he evaluated my work and encouraged his comments.

13. A co-worker began to tell me of his hostile attitude towards another colleague whom he felt was being unfair to others (and I agreed). I listened and then expressed my honest opinions to him so that he would know where I stood.

14. I had reason to suspect that an ugly rumor was being spread about me among my colleagues and that one colleague in particular had quite likely heard it. I decided to risk putting him on the spot and asked him what he knew about he rumor.

15. I observed a co-worker in his relationship with other co-workers and I believe he was doing a number of things that would limit his effectiveness. I went to him and told him what I had observed and what my reactions were to it. I did not care if he felt I was being a busybody.

16. Two of my colleagues and I were talking and one of them inadvertently mentioned some plans which would affect my department, but of which I had not heard. I pressed him for further information regarding the plans and their opinions about these plans.

17. A co-worker seemed preoccupied most of the time and began to rebel against me on seemingly unimportant things and became irritated with me and others without real cause. I tried to talk to him about it and point out how he was affecting people.

18. I had begun to dislike one of my co-workers to the extent it was interfering with my ability to work effectively with him. I got my feelings out in the open so we could get on with our work.

19. When I was discussing his performance with one of my more sensitive colleagues, I focused primarily on his mistakes so as to upgrade his work.

20. I knew I was being considered for a top management position and my present co-workers' attitude toward me had been rather negative during my work with them. I discussed my shortcomings as a manager with my co-workers so I could see where to improve.

From: Workplace Communications - Meaningful Messages

"People's minds are changed through observation and not through argument."

- Will Rogers

WRITE 1

Think about a time when you were in a conflict. Describe the situation.

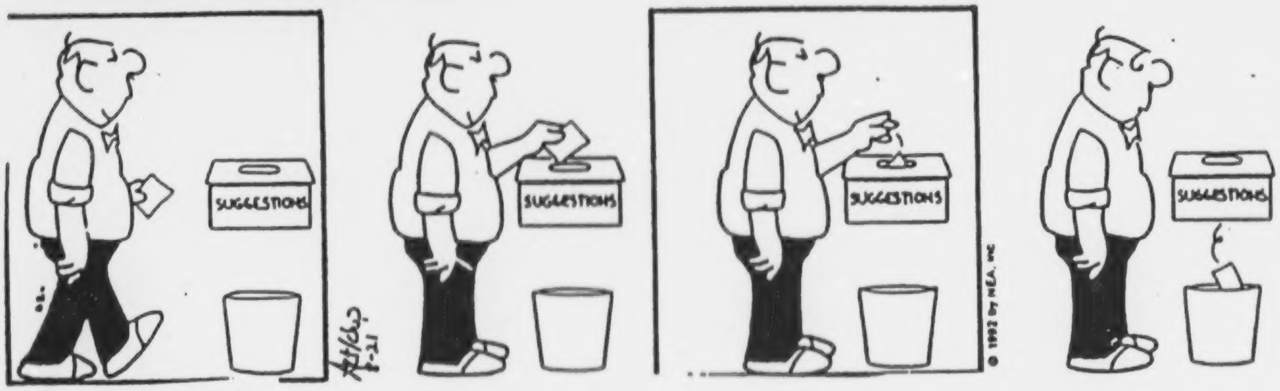
How did you try to resolve the conflict?

"The thinking human being not able to express himself stands at the same level as those who cannot think."

- Pericles

Constructive Feedback

THE BORN LOSER By Art Sansom



Source Unknown

If you were in the Communications I Workshop, the "Born Loser" cartoon above looks very familiar. There have been times when we felt that a valid suggestion has been ignored. If ideas and suggestions for improvement are constantly ignored, the ideas stop coming. No one feels like giving ideas that may save the company time and/or money that will be totally ignored. However, when these ideas are taken seriously and put to use, all personnel start to look at ways to help in all areas of the company operation.

It is hard to measure the positive feelings that employees get when they see their ideas/suggestions taken seriously. Using ideas from employees is one example of the use of positive feedback.

The most common use of constructive feedback is possibly its use to improve a person's job performance (in other words - evaluation). Constructive Feedback is one of the most powerful tools when used. Its purpose is to give input into ways that performance can be improved without being confrontational. This type of feedback has been seen to: increase productivity, increase employee morale, prevent grudges from developing, improve team development, help individuals learn about themselves, promote a climate of trust, open up communication, help focus on the positive, and show how employees are valued by the organization.

With all of those things going for it, why is it not used on a daily basis? Some common excuses are: too busy for it, uncomfortable doing it, did not think about it, don't know how to, never done it before, and don't see the value of it. Too bad! In a few minutes you'll learn about giving Constructive Feedback - so no more excuses.

How do you give Constructive Feedback? It may take practice at first, but here are some suggestions:

- ⇒ **State the purpose of the discussion.**
- ⇒ **Describe specifically what you have observed.**
- ⇒ **Describe your reactions to what you have observed.**
- ⇒ **Check for understanding and give the other person a chance to respond.**
- ⇒ **Offer helpful ideas when appropriate.**
- ⇒ **Summarize and show your support.**

Some other guidelines or helpful hints are:

Use "I" language
Be prompt with your feedback
Address only changeable behaviors
Try to keep it from getting personal
Take time to think about what you want to say
Use non-inflammatory language

There are some useful ideas here. But what is "I" language? In *Job Survival Skills*, an "I" message is defined as a skill that can be used when giving criticism, making a suggestion, explaining a problem, or expressing an opinion. The most important thing about "I" messages is that they don't make the other person feel offended by what you say. It doesn't blame "YOU"- the other person.

There are two parts to the "I" message. The first part of the "I" message describes your feelings without blaming anyone else for the way you feel. The second part of the "I" message describes how you would like to feel or how you would like the situation to be changed.

Let's look at this situation and the use of an "I" message. When you start your shift, you complete a shift report. However, much of the time, there is no shift report from the preceeding shift. It takes you about an hour to gather the information and make assignments. This makes you look slow and lazy to the people on your crew. Each time this happens you get mad at Fred who supervises the shift before you and is not completing his reports. You are fed up with this situation and one day go in to work early to meet with Fred and find out why he does not complete his reports. You approach Fred with this "I" message: "Fred, we need to talk about the shift reports. When you don't complete the reports, it takes me about an hour to get all the information together and make assignments. I feel put upon and am embarrassed because I look slow and lazy in front of the men on my shift. It would be a great help if you could complete the shift report by the end of your shift. Is there any way that we can work together and solve this situation for both of us?"

"I" messages take time to get used to, as it is not the normal way most of us think of handling a situation. Practice it, remember other suggestions above, and use these from time to time and make your own conclusions on their effectiveness.

"I" MESSAGE PRACTICE EXERCISE

Look at the situations below, keep in mind what we've just talked about, and write an I message showing how you would respond in each situation.

1. Peter sits through every team meeting without saying a word. After the meetings end, he is often overheard talking with his friends against decisions agreed upon in the meetings. After this mornings meeting, Peter walks up to you and begins to criticize a team decision. ______________________________
   ____
   ____
   ____
   ____

2. Ted is very open with his opinions. He is known to be an abrupt and "tell it like it is" kind of person. You and most of the other team members hesitate when you need to ask Ted for help, and instead look for someone else to ask. You suspect that Ted is unaware of this and would really be willing to help if asked. ____
   ____
   ____
   ____

3. Carla is taking a class at the community college. As the class meets after work, Carla brings her course materials to work. She can often be found doing her homework during work hours. She once explained that she only works on homework during "down" times, when she has nothing else to do, but recently this has caused you to do some extra work. You see Carla working on her homework again. ___________________________________
   ____
   ____
   ____

4. Roy is one of the most technically competent individuals on your team. He has an opinion on everything, even if it is outside his area of expertise. He does not listen to you in team meetings even when you have an informed opinion. You and Roy are working on a project where you have more knowledge than he. In your first meeting, Roy begins to control the conversation as you are trying to give him some important information. ____
   ____
   ____
   ____

(exercises 1-4 from: Workplace Communications - Meaningful Messages)-

While giving positive and constructive feedback is a learned skill, so is the ability to receive it. There are some things that can help you get more out of this type of feedback. ***When you are getting constructive feedback, you***: must keep an open mind; listen - do not interrupt, justify or explain; paraphrase the feedback (when appropriate); and ask for an example or more information if you feel it necessary.

Giving constructive feedback is a helpful tool when dealing with conflict. There are other tools that can also be helpful. Let's take time to look at the major styles of coping with conflict, they are: Competing, Avoiding, Accomodating Collaborating, and Compromising.

COMPETING which is characterized by aggressive and uncooperative behavior, pursuing one's own concerns at the expense of others. This sets up a win-lose situation and makes the conflict a battleground. It is *useful* when quick, decisive action is required (emergency); best performance is rewarded (sports); and the relationship is secondary to the goal. Competing is harmful when relationships are damaged, the other parties go underground, and options are limited.

AVOIDING which is characterized by passive, sometimes passive-aggressive, behavior; refusing to engage openly in the conflict, sidestepping the issue or withdrawing. This technique is *useful* when time is needed to consider one's response, if the issue is relatively unimportant, the relationship is doomed anyway, others can manage the conflict without you, and engaging in the conflict could be harmful. Avoiding is harmful to the situation when the conflict continues to simmer under the surface, and explosion or backlash develops later or the options for resolving the conflict are blocked.

ACCOMMODATING which is characterized by non-assertive and exclusively cooperative behavior. You give up your concerns to satisfy another and succumb to pressures. It is a *useful* tool when you have discovered you are wrong and/or the issue is not important to you; harmony is more important than the issue or the act of avoiding will protect you from harm. Accommodating is harmful when your own needs go continually unmet and resentment builds up.

COLLABORATING is characterized by assertive and cooperative behavior, parties work together to find solutions that maximize goals for all, a "WE" perspective is needed - not "YOU and I." This is *useful* in seeking a solution that meets everyone's needs, generating new ideas, in gaining commitment to the solution, affirming commitment to the relationship, and for building a team approach. Collaborating may be harmful if time and energy are limited and the investment in the relationship or issue is low.

COMPROMISING is caracterized by the equalinzing of the power balance. Compromising appears reasonable and parties split the differerence. This technique is *useful* when time and energy are limited, the temporary or expedient settlements are unacceptable and other conflict resolution styles fail. It is harmful when the real issues are avoidied and creative new options are blocked and both parties feel that they have lost.
There are some common roadblocks to these tools. Let's be aware that they are there and consider them in choosing which way you handle any situation.

Roadblocks

- ⇒ **Ordering, directing, commanding**
- ⇒ **Warning, threatening**
- ⇒ **Judging, criticizing, blaming**
- ⇒ **Name-calling, ridiculing**
- ⇒ **Interrogating, probing**
- ⇒ **Lecturing, preaching, moralizing**
- ⇒ **Analyzing, diagnosing**

How can we avoid the trap of these roadblocks? There are a few suggestions given in the Workplace Communication - Meaningful Messages book, they are:

1. Use "I" versus "you" language
2. Anticipate mood, situation, or response
3. Appeal to the person's self-interest - their sense of "What's in it for me?"

The "I" Message

◆ One of your co-workers is involved in personal "chit-chat" when there is much work to be done. You say. . . .

- When you (describe the behavior)
- it causes (describe situation that results)
- and I feel (state your emotion)
- I would prefer (describe behavior you would like to see)

Anticipation

◆ On a number of occasions your supervisor has criticized your work and not given you any feedback on how to improve. You want to do a better job. You say. . . .

- address supervisor's anticipated concerns
- state your needs or desires

Facilitation Skills Exercise

Please read the following scenarios to your partner and then complete each statement aloud.

1. A co-worker is frequently late for work. This causes problems because there often is information that you need to share before you get going with your own busy workday.
   Use and "I" message:

   When you (describe behavior) ______________________________
   it causes (describe situation that results) ______________________________
   ____

   and I feel (state your emotion) ______________________________
   I would prefer (describe new behavior you would like to see) __________
   ____

2. You've been learning a new complicated change to your work and have been relying a lot on one particular co-worker to coach you through it. The last time you asked for some help, you promised it would be the very last time you would have to "bug" that person. A short while later you run into a problem and need help again. You say:
   Use "Anticipation"

   (Address your co-workers anticipated concerns first) ________________
   ____

   (state what you need) ______________________________
   ____

3. You have an idea for a process improvement that you think would greatly improve the effectiveness of your work area. However, your manager and co-workers are under incredible pressure right now, and no one seems to have a minute to spare. You say to your manager:
   Use "Self-interest"

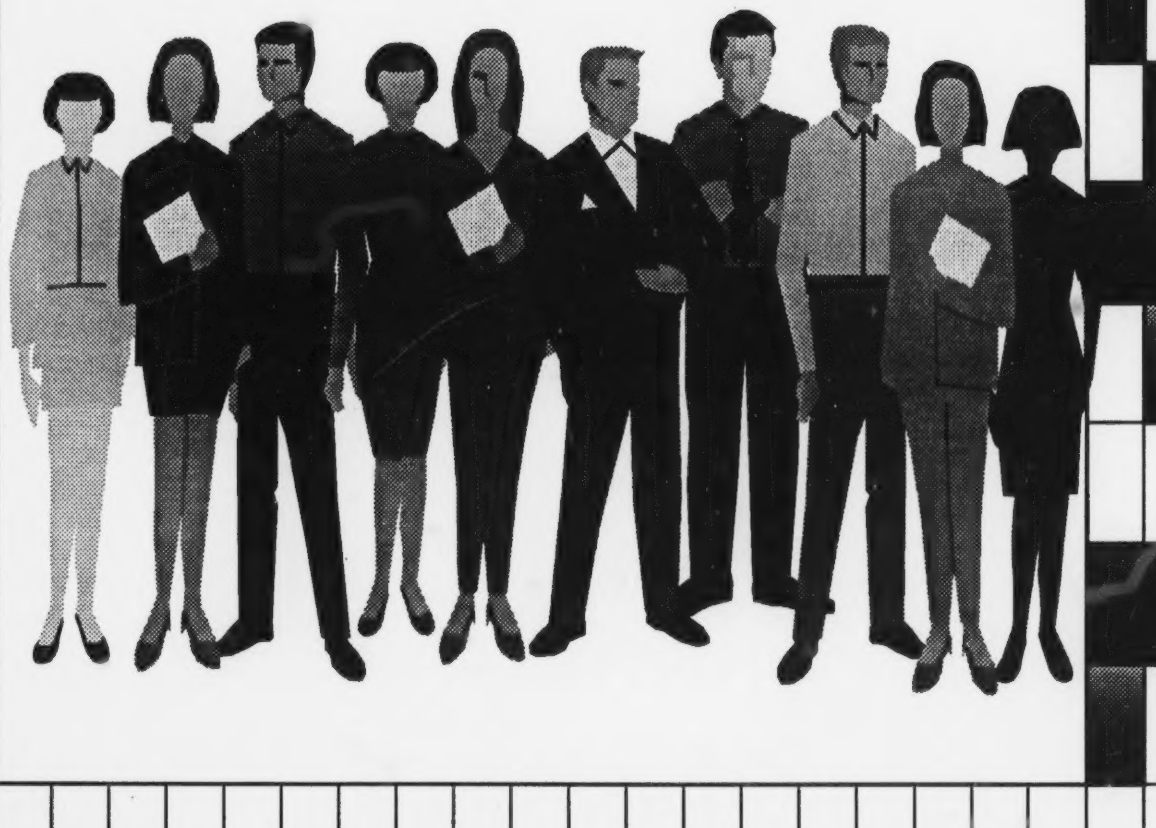
   (describe an outcome that would benefit your manager) ______________
   ____

   (describe your idea) ______________________________
   ____

source: Workplace Communications - Meaningful Messages

“*People respond to people who respond.*”

- Anonymous



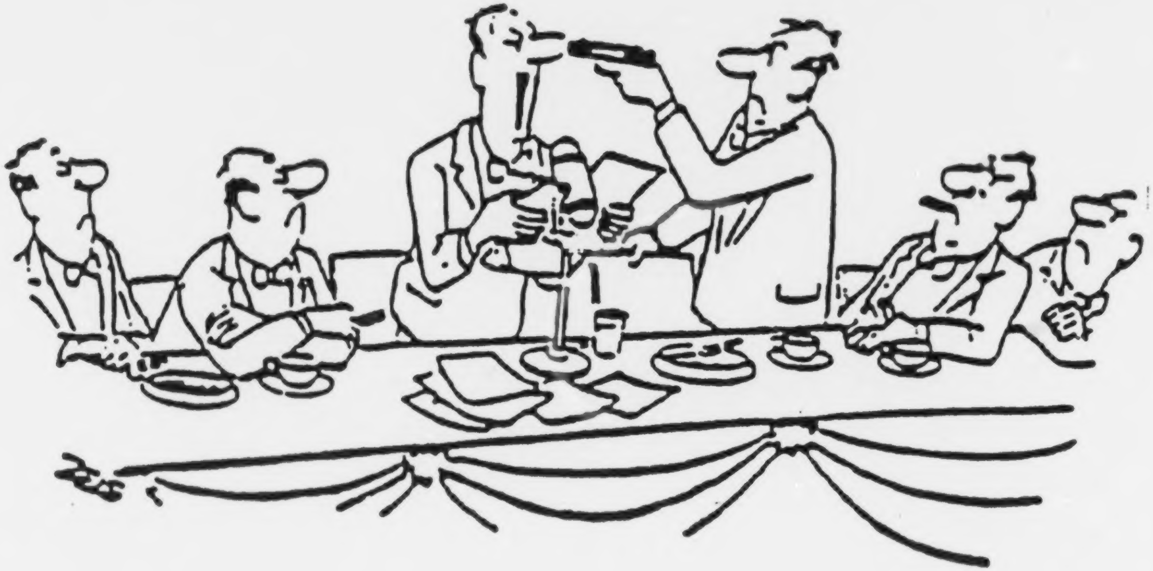
WRITE 2

Let's look back and evaluate the situation you described in the "Write 1" exercise.

What seemed to make things better? ______________________________

What seemed to make things worse? ______________________________

What can you do differently the next time a similar conflict occurs? __________



"Well. I see that my time is up..."

Source Unknown

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Job Survival Skills. Margaret M. Brewner, William C. McMahon, Michael P. Roche. 1993. Educational Design, Inc. New Your, New York.

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Charting Unexplored Territory....

Discovering How Your Mind Works!

Project VISIONS2

presents

Charting Unexplored Territory ...
Discovering How Your Mind Works!

a workshop on Learning and Thinking Styles

with information compiled by:

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"The contents of this curriculum were developed under a grant from the Department of Education. However, these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the federal government."

Charting Unexplored Territory
Outline for a Workshop on Learning Styles

Workshop Title: Charting Unexplored Territory

Class Size: up to 20 participants ***Length of Workshop:*** 2 hours

Description: Participants will be administered a Learning Styles Inventory, a Thinking Styles Inventory, and a Left/Right Brain Analysis. The results of these assessments will be explained in the workshop. The participants will leave with an understanding of the ways in which they learn and think best, and how these apply to work situations. There will be ample opportunity for question and answer discussions throughout the workshop.

Why Take This Course: This workshop will enable you to better understand how your mind works by identifying your individual strengths. You will become familiar with how learning in school relates to an on-the-job situation, and how your strengths can best serve you at work and in personal situations. Communication with others, and recognizing their strengths, is discussed and stressed as an important aspect of working on teams.

Materials: The workshop materials will be provided for you in a booklet format. The inventory and assessment will be handed out during the workshop.

Grading System: This is a non-graded workshop. You will be given scores of the particular assessments of learning and thinking styles.

Confidentiality of Test Scores: Test scores will be shared with the participants. Any and all scores shared with the Personnel Department of Holnam, Holly Hill will not have participant names attached to the scores.

Attendance: This is a two-hour workshop; you must attend to receive credit.

Workshop Objectives:

⇒ Participants will be able to state their preferred learning style after completing a Learning Styles Inventory.

⇒ Participants will complete a Thinking Styles Inventory and be able to identify their major thinking styles.

⇒ Participants will complete a Left/Right Brain Analysis and recognize the dominant hemisphere of their brain.

⇒ Participants will complete a personal discovery matrix compiling the information from the three assessments and appraise how their discovery affects them at work and home.

Notes to the Instructor

- Pre-register students. Send out a packet with the Learning Styles Inventory and registration paperwork. Ask that this information be completed and returned in advance of the workshop.

- Give the Gregorc and allow participants to score this as the class is arriving.

- Begin the workshop with the "Unexplored territory...." quote on an overhead.
  - Have a brief discussion - do you agree with the quote, why or why not. What does Bill O'Brien mean by this quote.
  - Follow with the "Three pound brain" quote and a similar discussion.

- Three Methods of Exploration (overhead)
  - define terms
  - discuss lists

- Profile Matrix (overhead, also a copy is in the class materials that participants have)
  - It would be a good idea to score the Learning Styles Inventories prior to the workshop and have the scores already on the overhead, this will save time and encourage discussion.
  - Instructor charts the participant scores on the matrix while participants complete the blank matrix in their packets. Discussion is encouraged during this process. Be sure that the instructor's scores are charted along with the participants' scores.
  - Instructor leads a discussion of learning style labels and encourages participants to comment on how accurate they believe their own and other's scores are. (This should never become a name-calling exercise with participants pointing fingers or making fun of classmates.)
  - Instructor then leads Participants to come up with "Implications for Instruction and Study: for the last column of the matrix. Instructor may have to "pull" this information from the participants, but once the participants get started in this part of the exercise, their responses and conclusions can be very insightful.

- Fill in the Gregorc information on the matrix. Refer participants to the handouts for information on their score results. Follow up with similar discussions as with the Learning Styles Inventories and end up with the "Implications."

- THIS WOULD BE A GOOD TIME TO TAKE A SHORT BREAK!

- Hand out the Left Brain/Right Brain Analysis, allow participants to complete and tally their scores. Put this information on the matrix and refer the participants to the information on left brain/right brain hemisphericity in their handouts. Discuss and lead participants to the "Implications."

◆ Refer participants to the "From Exploration To Discovery" worksheet in their handouts and allow them time to complete this form. Use a discussion/share session as a summary for the workshop.

Materials Needed for Workshop:

INVENTORIES:
- Learning Styles Inventory for Students and Teachers
- Modified Gregorc
- Left Brain/Right Brain Analysis

OVERHEADS:
- 1 - Learning Objective: To improve learning through self-discovery.
- 2 - "The greatest unexplored territory in the universe is the space between our ears." Bill O'Brien, CEO Hanover Insurance
- 3 - The brain is a three pound universe - too complex to understand when explored from only one direction.
- 4 - Three Methods of Exploration
- 5 - Profile Matrix
- 6 - From Exploration to Discovery!

HANDOUTS (preferably in booklet format):
1. Learning Objective
2. Bill O'Brien Quote "The greatest unexplored..."
3. The brain is a three pound universe... (statement)
4. Three Methods of Exploration
5. Profile Matrix
6. Learning Styles/Teaching Techniques (three pages)
7. Modified Gregorc Thinking Styles Inventory and Scoring Sheet
8. Learning and Teaching Styles According to Gregorc
9. Left Brain/Right Brain Analysis
10. Left Brain/Right Brain Teaching and Learning Strategies
11. From Exploration to Discovery

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Learning Styles Inventory

		Most Like Me			Least Like Me
1.	I remember what I have read better then what I have heard.	4	3	2	1
2.	I learn better if someone reads a book to me than if I read silently to myself	4	3	2	1
3.	When I make things for my studies, I remember what I have learned better.	4	3	2	1
4.	I get more work done when I work alone.	4	3	2	1
5.	Written assignments are easy for me to do.	4	3	2	1
6.	I understand a math problem that is written down better than one I hear.	4	3	2	1
7.	When I do math problems in my head, I say numbers to myself.	4	3	2	1
8.	If I need help in the subject, I will ask a classmate for help.	4	3	2	1
9.	When I answer questions, I can say the answer better that I can write it.	4	3	2	1
10.	I don't mind doing written assignments.	4	3	2	1
11.	I would rather read a story, than listen to it being read.	4	3	2	1
12.	I remember things I hear better than things I read.	4	3	2	1
13.	Saying the multiplication tables over and over helped me remember them better than writing them over and over.	4	3	2	1
14.	I like to work by myself.	4	3	2	1
15.	I would rather show and explain how a thing works than write how it works.	4	3	2	1
16.	When I hear someone say a number, I really don't understand it until I see it written down.	4	3	2	1
17.	I find it easier to remember what I have heard than what I have read.	4	3	2	1
18.	Writing a spelling word several times helps me remember it better.	4	3	2	1
19.	I learn best when I study alone.	4	3	2	1
20.	I like to work in a group because I learn from others in my group.	4	3	2	1
21.	When I have a choice between listening or reading, I usually read.	4	3	2	1
22.	Written math problems are easier for me to do than oral ones.	4	3	2	1
23.	When I'm told to do pages of my homework, I can remember them without writing them down.	4	3	2	1
24.	I get more done when I work with someone.	4	3	2	1
25.	I feel like I talk smarter than I write.	4	3	2	1

Learning Styles Inventory	Most Like Me			Least Like Me	
26. I do well in classes where most of the information has to be read.	4	3	2	1	
27. I like to do things like simple repairs or crafts with my hands.	4	3	2	1	
28. I study best when no one is around to talk or listen to.	4	3	2	1	
29. If classwork were oral, I would do it all.	4	3	2	1	
30. The things I write on paper sound better when I say them.	4	3	2	1	
31. Seeing a number makes more sense to me than hearing a number.	4	3	2	1	
32. When I have a written math problem to do, I say it to myself to understand it better.	4	3	2	1	
33. I like to make things with my hands.	4	3	2	1	
34. I can learn more about a subject if I am with a small group of students.	4	3	2	1	
35. I like tests that call for sentence completion or written answers.	4	3	2	1	
36. I learn better by reading than by listening.	4	3	2	1	
37. I understand more from a class discussion than from reading about a subject.	4	3	2	1	
38. It is easier when I say the numbers of a problem to myself as I work it out.	4	3	2	1	
39. I like to study with other people.	4	3	2	1	
40. I would rather tell a story than write it.	4	3	2	1	
41. Seeing the price of something written down is easier for me to understand than having someone tell me the price.	4	3	2	1	
42. I do well on tests if they are about things I hear in class.	4	3	2	1	
43. I understand what I have learned better when I am involved in making something for the subject.	4	3	2	1	
44. I can't think as well when I work with someone else as when I work alone.		4	3	2	1
45. The things I write on paper sound better than when I say them.	4	3	2	1	

Thank You for time time and consideration!
Happy Learning!

BEST COPY AVAILABLE

Learning Styles Inventory - Scoring Sheet

Name: ______________________________ Date: ______________

Scoring: Now transfer your answers from the answer sheet to the appropriate box on this chart. Example: if your answer to question #1 was "4" (most like me), put the number "4" in the box marked [1]. Do the same for all your answers. Add the numbers in each column for a **column total** and multiply by 2 to get your **total score**.

Survey Questions	**Visual**		**Auditory**			**Social Learning**		**Expressive Style**	
	Language	**Number**	**Language**	**Number**	**A/V/K**	**Individual**	**Group**	**Oral**	**Written**
[1 - 5]	[1]		[2]		[3]	[4]			[5]
[6 - 10]		[6]		[7]			[8]	[9]	[10]
[11 - 15]	[11]		[12]	[13]		[14]		[15]	
[16 - 20]		[16]	[17]		[18]	[19]	[20]		
[21 - 25]	[21]	[22]		[23]			[24]	[25]	
[26 - 30]	[26]				[27]	[28]		[29]	[30]
[31 - 35]		[31]		[32]	[33]		[34]		[35]
[36 - 40]	[36]		[37]	[38]			[39]	[40]	
[41 -45]		[41]	[42]		[43]	[44]			[45]
Column Total									
	x2	**x2**	**x2**	**x2**	**x2**	**x2**	**x2**	**x2**	**x2**
Total Score									

Scoring Matrix designed by VISIONS2 Instructors

Learning Styles Inventory - Individual Profile

To complete this graph, record the number of your total score in each category and develop a bar graph by shading in the bar up to your total score.

Minor **Major**

	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40
Visual Language																
Visual Numerical																
Auditory Language																
Auditory Numerical																
A/V/K (combination)																
Social Individual																
Social Group																
Oral Expressive																
Written Expressive																

Left Brain/Right Brain Analysis

Name: ______________________ Date: __________

Directions: Read each statement and choose which of the two answers given best states your response.

	I	II
1. Are your closets and shelves:	Organized	Cluttered
2. Do you lose track of time?	Seldom	Often
3. Which do you remember best?	Names	Faces
4. Would you rather give and receive directions -	Written/Orally	Map/Demo
5. Do you like to work on projects:	One at a Time	Several at a Time
6. Which type of math do you prefer:	Algebra	Geometry
7. When putting something new together, do you:	Read the Directions	Figure it out Yourself
8. When do you arrive at places and events?	Early	Just in Time or Late
9. To get to the truth, would you use:	Experiments/Data	Intuition
10. If you need to outline a writing assignment, do you:	Outline First	Outline at the End
TOTAL:		

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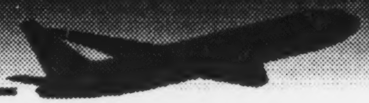
Compiled from various sources by VISIONS2 Instructors

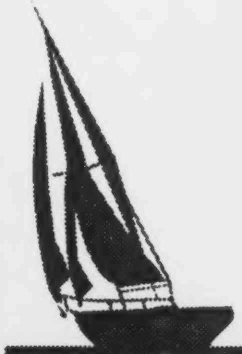
Reasons For this Workshop

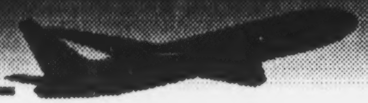
- To acquaint participants with basic concepts of learning and thinking styles.
- To administer surveys to determine learning styles and thinking styles of participants.
- To discuss results of the survey instruments, compare results with co-workers and team members, and draw conclusions about how this information might be helpful in the workplace.
- To complete Group Profile sheet (by work groups) including individual scores and implications for training or interpersonal communication.



“The greatest unexplored territory in the universe is the space between our ears.”

Bill O’Brien , CEO Hanover Insurance





Your brain is a three pound universe ... too complex to understand when explored from only one direction.

Three Methods of Exploration

Learning Styles	Thinking Styles	Hemisphericity
A L.S.I. for Students and Teachers	Gregorc Thinking Styles Inventory	Left Brain/Right Brain Analysis
Visual - Seeing - Reading Auditory - Hearing - Speaking Kinesthetic - Movement - Hands on	Concrete - Real - Experience-based Abstract - Thoughts - Ideas Sequential - In order - Step-by-step Random - Out of order - Without pattern	Left-Brain - Analytical Right-brain - Global

Key points on Learning Styles

- Every human being has a learning style, and every human being has strengths.
- It's as individual as a signature.
- No learning style is better - or worse - than any other.
- All groups - cultural, academic, male, female - include all types of learning styles.
- Within each culture, socio-economic strata, or classroom there are as many differences as there are between groups.

Quotations from research by Professors Ken and Rita Dunn

source: The Learning Revolution

Group Profile

Participant	Learning Style				Thinking Style	Hemisphericity	Implications
	A L.S.I. for Teachers & Students				Gregorc Thinking Styles Inv.	Left Brain/Right Brain Analysis	
	Major	Minor	Soc.	Exp.			
Instructor							

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Determining

Your

Learning Style

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LEARNING STYLES/TEACHING TECHNIQUES

The Learning Styles Inventory that you just completed gives results in the following three areas: 1) Your major method of taking in new information, 2) your preference for individual or group learning, and 3) your preferred mode of expressing feedback in written or oral form.

The following are descriptions of learning styles which may be found in every learning experience to a major, minor, or negligible degree. These descriptions will help you evaluate your learning style, on the basis of observation. Each style below is presented as if it were your major learning style.

Cognitive Learning Styles

Visual Linguistics You are the student who learns well from seeing words in books, on the chalkboard, in charts or workbooks. You may even write down words that are given to you orally, in order to learn by seeing them on paper. You remember and use information better if you have read it.

You benefit from having a variety of books, pamphlets, and written materials designed for several levels of difficulty. Given some time alone with a book, you may even learn more than in class. Make sure you get information on paper, or that you take notes, if you want to remember specific information.

Visual Numerical You are the student who has to see numbers on the board, in a book, or on paper in order to work with them. You are more likely to remember and understand math facts if you have seen them. You don't seem to need as much oral explanation.

You benefit from worksheets, workbooks, and texts. You like to be given a variety of written materials and need to have time alone to study these materials. When playing games and being involved in activities with numbers and number problems, make sure they are visible, printed numbers, not oral games and activities. Important information should be given on paper.

Auditory Linguistics You are the student who learns from hearing words spoken. You may vocalize or move your lips or throat as you read, particularly if you are striving to understand new material. You will be more capable of understanding and remembering words or facts that you learn by hearing.

You will benefit from hearing audio tapes, by having rote oral practice, lecture, or a class discussion. You may benefit from using a tape recorder to make tapes to listen to, by teaching another student, or by conversing with the teacher. Groups of two or more, games, or interaction activities provide the sound of words being spoken that is so important to you.

Auditory Numerical You learn best from hearing numbers and oral explanations. You may remember phone and locker numbers easily and be successful with oral numbers, games, and puzzles. You may do just as well without the math book, for written materials are not as important.

You benefit from math sound tapes or from working with another person, talking about a problem. Even reading written explanations aloud will help. Games and activities, in which number problems are spoken, will help. You also benefit from tutoring another student, or from delivering an explanation to his study group or to the teacher. Make sure important information and facts are spoken.

Auditory/Visual/Kinesthetic Combination You learn best by experience - doing, self-involvement. You definitely need a combination of stimuli. The manipulation of material, along with the accompanying sight and sounds (words and numbers seen and spoken), will make a big difference to you. You may not seem to be able to understand or be able to keep your mind on your work unless you are totally involved. You seek to handle, touch, and work with what you are learning. Sometimes just writing or a symbolic wiggling of the fingers is a symptom of the A/V/K learner.

You must be given more than just a reading or math assignment. You need to be involved with at least one other student doing an activity that relates to the assignment, accompanied by an audio tape with pictures, objects, and an activity such as: drawing, writing, or following directions with physical involvement.

Social Learning Styles

Individual Learner You get more work done alone. You think best and remember more when you have learned an assignment by yourself. You care more for your own opinions than for the ideas of others. You will not have much trouble keeping yourself from over-socializing in class.

You need to be allowed to do important learning alone. When you feel the need for socializing, you can save it for a non-learning situation. You like to go to the library or into a corner of the room so you can be alone. Group work makes you irritable when it is forced on you because you feel held back and/or distracted by others. Some great thinkers are loners!

Group Learner You strive to study with at least one other student, and you do not get as much done alone. You value others' opinions and preferences. Group interaction increases your learning and later recognition of facts. Class observation will quickly reveal how important socializing is to you.

You need to do important learning with someone else. The stimulation of the group may be more important at certain times in the learning process than at others, and you may be able to facilitate the timing for this student.

Expressive Style

Oral Expressive You are the one who can easily tell what you know. You talk fluently, comfortably, and seem to be able to say what you mean. After talking to you, teachers may find that you know more than your test scores showed. You are probably not shy about giving reports, or talking to the teacher or classmates. The muscular coordination in writing may be difficult for you. Organizing and putting thoughts on paper may be too slow and tedious for you.

You need to be allowed to make oral reports instead of written ones. Whether in conference, small, or large groups, you should be evaluated more by what you say than by what you write. Reports can be on tape to save class time. You do best with a minimum of written work, but when challenged with good quality, you will not ignore the basics of composition and legibility. Grammar can be corrected orally, but it is best done at another time.

Writing Expressive You can write fluent essays and good answers on tests to show what you know. You feel less comfortable, perhaps even stupid, when you have to give oral answers. Your thoughts are better organized on paper than when they are given orally.

You need to be allowed to write reports, keep notebooks and journals for credit, and take written tests for evaluation. Oral transactions should be under non-pressured conditions, perhaps mainly in a one-on-one conference.

Learning Style Characteristic Preferences
Applied to the Workplace

Visual	Auditory	A/V/K
• Prefers written instructions	• Prefers oral work and instructions - has more difficulty with written instructions	• Likes moving around when working or learning a new task
• Likes learning a new task by first observing it rather than talking about it	• Likes discussing work instructions with co-workers	• Enjoys learning a job procedure using a "hands-on approach"
• Finds verbal instructions difficult	• Likes talking to self aloud when learning a new task or procedure	• May need to write down oral instructions
• May take notes when listening to directions or in a meeting	• Likes hearing about meetings as opposed to reading a memo	• May tap pencil or foot during company meetings
• Makes lists of daily work activities to be completed	• Likes listening to music, hums, or sings while working	• Likes tackling problems by physically demonstrating possible solutions
• Is not too easily distracted from the job or task	• Can be easily distracted on the job	• Uses hands and gestures when talking to co-workers
• Visualizes tasks on the job to more clearly understand what needs to be done	• Remembers faces	• Can easily repair or assemble things on the job
• Can easily remember information from charts and diagrams by closing eyes & "seeing" them again	• Learns a job or procedure by memorizing the steps in sequence	• Enjoys working on new machines
• Uses advanced planning	• Very outgoing and social - usually a willing volunteer	• Prefers a variety of duties on the job
• Is usually meticulous & notices details	• Prefers jobs or tasks in which listening plays an important part	• Is outgoing and likes physical activity

from: 1994-97 College of Lake County National Workplace Literacy Program

Finding

Your

Thinking Style

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A Closer Look at Thinking Styles

Concrete Sequential thinkers:

- are based in reality
- process information in an ordered, sequential, linear way
- perceive reality through their physical senses of sight, touch, sound, taste, and smell
- notice and recall details easily
- remember facts, specific information, formulas, and rules with ease
- believe "hands on" is a good way to learn

IF you're a CS:

- build on your organizational skills
- provide yourself with details
- break projects down into specific steps
- set up a quiet work environment

Abstract Sequential thinkers:

- like to think in concepts
- analyze information
- make great philosophers and research scientists
- find it easy to zoom in on what's important
- have logical, rational, and intellectual thinking processes
- list reading as a favorite activity
- are very thorough at research
- prefer to work alone

IF you're an AS:

- give yourself exercises in logic
- feed your intellect
- steer yourself toward highly structured situations

Concrete Random thinkers:

- are based in reality - but willing to take trial and error approach
- often make intuitive leaps (necessary for true creative thought)
- have strong need to find alternatives
- do things "their own way"

IF you're a CR:

- use your divergent thinking ability
- believe that it is good to see things from more than one viewpoint
- put yourself in a position to solve problems
- give yourself deadlines
- accept your need for changes
- try to work with people who value divergent thinking

Abstract Random thinkers:

- perceive the "real" world through feelings and emotions
- absorb ideas, information, and impressions and then organize them through reflection
- remember best when information is personalized
- feel constricted when subjected to very structured environments

IF you're an AR:

- use your natural ability to work with people
- recognize how strongly emotions influence your cooperation
- build on your strength of learning-by-association
- look at the big picture
- be careful to allow enough time to finish
- remind yourself to do things by leaving plenty of visual clues

Compiled from The Learning Revolution by VISIONS2 Instructors

Learning and Teaching Styles According to Gregorc

Preferred Learning Style

CS learners are characterized by the tendency to derive information through direct, hands-on experience. They appreciate order and logical sequence. They like touchable, concrete materials. They look for and follow directions, and they like clearly ordered presentations and a quiet atmosphere.

AR learners are attuned to nuances of atmosphere and mood. They associate the medium with the message and tie a teacher's manner, delivery, and personality to the message being conveyed. They evaluate the learning experience as a whole. They prefer to receive information in an unstructured manner and therefore like activities that involve multi-sensory experiences and busy environments. They prefer freedom from rules and guidelines. They seem to gather information, delay reaction, and organize material themselves - through reflection, to get what they want from the learning experience.

AS learners have excellent decoding abilities with written, verbal, and image symbols. They have a wealth of conceptual pictures in their minds against which they match what they read, hear, or see in graphic and pictorial form. They like to use reading and listening skills. A picture is worth a thousand words to them. They prefer substantive, rational, and sequential presentations from which they can extract the main ideas. They learn well from authorities and like vicarious experiences. They are not deterred by a dull lecturer, if the material is well-organized and meaningful.

CR learners have an experimental attitude. They get the gist of ideas quickly and make intuitive leaps in exploring unstructured problem-solving experiences. They learn by trial-and-error. They work well by themselves and in small groups. They do not follow assignments exactly but add their own twist. They do not respond well to teacher intervention in their independent efforts.

Preferred Teaching Style

CS teachers like to use workbooks, manuals, demonstration teaching, programmed and computer-assisted instruction, hands-on materials, drills, drawings, models, overheads and well-organized field trips. They expect questions to be responded to correctly, and step-by-step directions to be followed exactly.

AR teachers use group discussions, short lectures followed by questions/answers and discussion, movies, television, film strips, and assignments that permit reflection time. They expect students to learn from, and respond to, fellow students.

AS teachers use extensive reading assignments, substantive lectures, audio tapes, and analytical think-sessions. They expect students to conceptualize ideas and convey them either orally or in writing.

CR teachers like to use games and simulations, role playing, independent study projects, problem solving activities, optional reading assignments, and mini-lectures that set the stage for exploration. They expect students to be creative in developing alternative solutions in problem-solving.

Discovering

Your

Hemisphericity

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Hemisphericity

Characteristics of Left Brain/ Right Brain

Left Brain	Right Brain
Rational	Intuitive
Logical	Imagery
Sequential	Holistic
Linear	Spatial
Abstract	Concrete
Organized Files	Unorganized Files
Time Frame-Specific	Time Frame-Nonspecific
1. Specific time frame references	1. Nonspecific-get where they are going when they feel like they want to be there.
2. "Let's Take a break" They check their watch and return on time.	2. "Let's take a break," they say. "Well, it looks like time to start," as they watch the group return after the break.
3. Get upset when schedules change.	3. If you don't change things, it's boring.
4. Like repetition.	4. Repetition hurts right brained people: brain is programmed to notice change.
Analytical (Phonics)	Holistic
dissect frogs and break into parts-Know what it is!	Label for something we can't explain (i.e., look and give answers without doing the work.)
Skill sheets	"I don't know how I did it. I could just tell it was the right answer." (i.e., long division)
Verbal	These kids use day dreaming-it is essential for their sanity. Schizo if they don't do it.
Ability to process language. - larger area in female brain - develops 7 years ahead of boys - girls produce less of chemical that produces kinetic energy - comfortable sitting taking notes - better hand/eye coordination	We don't give credit for blinding flashes-can't show work if you don't know what you did. Spatial-Visual-thinking and doing physical movement. What we see as our discipline problems.

(Source Unknown)

Left Brain/Right Brain
Teaching and Learning Strategies

Left Brain (Analytical) Learners Need Mentors Who:	**Right Brain (Global) Learners Need Mentors Who:**
★ Focus on facts and details.	★ Recognize you as Human Beings.
★ Present information directly through instruction	★ Focus on your personal needs and feelings.
★ Provide information in a sequentially organized format	★ Provide "hands on" learning related to personal experience.
★ Are a resource of information with expertise in content area	★ Provide overview and the big picture.
★ Provide outlines and specifics about classes	★ Provide summary.
★ Allow you to be tested and graded on details and facts	★ Provide guidance and personal interaction.
★ Will leave you alone and uninterrupted at times.	

To be more creative and open, try:	**To be more Logical and Sequential, try:**
✱ Brainstorming. By yourself or with a group.	✱ Outlining. It's a great way to organize information.
✱ Drawing a "Mind Map".	✱ Prioritizing. Decide what needs to be done first in sequence.
✱ Doing something new and different.	✱ Using a schedule of calendar books to keep track of time.
✱ Breaking your routines.	✱ Making lists. Capture your good ideas, make them reality.
✱ Playing the five senses game.	✱ Starting projects early and finish well before the deadline.
✱ Reading books or taking courses in creative thinking.	✱ Organizing your work space.
✱ Storyboarding your ideas.	✱ Setting goals with specific deadlines and establishing checkpoints.

Information from various sources including: The Adult Learner, Crisp Publications, Inc.

Hemisphericity Characteristics Applied to the Workplace

Analytic (Left Brain)	Global (Right Brain)
* Does a job step-by-step	* Does a job by looking at the "whole picture"
* Analyzes a job	* Uses intuition and creative problem solving in work decisions
* Prefers a structured workday	* Enjoys the challenge of spontaneous changes or requests made on the job
* Expresses little emotion with co-workers	* Expresses feelings with co-workers
* Is more likely to remember names of co-workers	* Is more likely to remember co-workers by their faces
* Makes most work decisions based on logic, facts, and "common sense"	* Makes some work decisions on an emotional level
* Solves work problems in step-by-step manner	* Solves work problems by looking at the whole situation
* Feels that time drives the product	* Feels that the product drives the time
* Learns new things by listening to instructions and talking about them	* Learns new things on the job with a hands-on approach
* Prefers to write down and discuss details of the day or job	* Prefers to draw diagrams, handle tools, and work on machines
* Follows oral work instructions well	* Follows written or demonstrated work instructions well
* Talks to others to learn more about a job or procedure	* Uses images in the mind to learn more about a job or procedure
* Prefers work performance to be evaluated using a structured test	* Prefers work performance to be evaluated using an overall, unstructured format
* Takes a few risks on the job	* Takes some risks on the job
* Looks at differences in job tasks	* Looks at similarities in job tasks
* Thinks about one thing at a time on the job	* Thinks about many things at a time on the job

from: 1994-97 College of Lake County National Workplace Literacy Program

From Exploration to Discovery!

Learning Style

How I scored:	What this score tells me:
Major:	
Minor:	
Social:	
Expressive:	

Thinking Style

How I scored:	What this score tells me:
Primary	
Secondary	

Hemisphericity

How I scored:	What this score tells me:

Created by VISIONS2 Instructors

Sources Used For this Workshop Include:

Interactive Training for Enhanced Learning and Performance Improvement. A teleconference with Pam Robbins of Napa, CA sponsored by the American Society for Training and Development.

A Learning Styles Inventory for Students and Teachers. Tech Prep Orangeburg 5 School District.

The Adult Learner. Steinbach, Robert L. (1993) Crisp Publications, Menlo Park, CA.

The Learning Revolution. Dryden, Gordon and Vos, Jeannette. (1994) Jalmar Press, Rolling Hills, CA.

College of Lake County National Workplace Literacy Program, 1994-97

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If Life Is An Attitude, How's Yours?

and ... What are you going to do about it?

CAREER 2000 presents.....

If Life is an Attitude, How's Yours?

And ... What are You Going to do About it?

A workshop on Self-Esteem

with information compiled by:

Mary Lou Taylor, Instructor at Holnam, Inc.
and
Sue T. Crapps, Counselor, VISIONS2
for
VISIONS2
a National Workplace Skills Grant
received by
Orangeburg-Calhoun Technical College
Orangeburg, SC

"The contents of this curriculum were developed under a grant from the Department of Education. However, these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the federal government."

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CAREER 2000 presents.........

A Self Esteem Workshop

Workshop Title: **If Life is an Attitude, How's Yours?** ***Class Size:*** 20 participants

Workshop Hours: 12:45 - 2:45 PM and 3:15 - 5:15 PM ***Instructor:*** Lou Taylor

Workshop Location: Main Office Building, 2nd floor classroom

Course Description: This workshop makes us take a look at ourselves. Participants complete two surveys: the first survey, "Who Am I?", gets the participants to look at the unique qualities that make them who they are and the second survey measures their personal self-esteem. These surveys and the materials provided will make the participant aware of what self-esteem is and of the ways to keep a positive self image and how to improve their self-esteem when needed.

Why Take This Course? This two-hour workshop will refresh your own positive image. You will leave with a renewed spirit and sense of well-being. The workshop promises to be a lively and introspective two-hours.

Materials: All workshop materials and surveys will be provided to the participants at the workshop.

Grading System: This is a non-graded course. The scores on the surveys given are yours and will not be recorded or shared.

Confidentiality of Test Scores: The only tests given will be the two surveys mentions and no results will be recorded nor shared. The "Who Am I?" survey is a non-graded survey which allows the participant to take an introspective look at him/herself. The "Self Esteem" survey is self scored and the results are not shared nor recorded.

Workshop Schedule: "If Life is an Attitude, How's Yours?" is scheduled for the following days: July 16, August 13, August 15, and August 29.

Attendance: This is a two-hour workshop and attendance is mandatory for credit.

Workshop Objectives:

⇒ Participants will evaluate their inner well being by completing the "Who Am I?" survey.

⇒ Participants will formulate their suggestions for staying positive.

⇒ Participants will appraise their own self-esteem by completing the "How High Is Your Self-Esteem" survey.

⇒ Participants will compare two case studies and evaluate how a positive self-esteem helped in both situations.

What is Self-Esteem?

Use the space here to record your brainstorming notes:

Record the consensus definition here:

Record the dictionary definition here:

SIMPLE 30-SECOND SUGGESTIONS FOR TURNING YOUR STRESS INTO POSITIVE ENERGY

You may wonder about using stress reduction exercises in a Self-Esteem Workshop. Stress can be a very important factor that contributes to our sense of self worth and for that reason you find the following suggestions listed below.

Stress reduction strategies are well known. Yoga, Physical exercise, meditation, visual imagery, and biofeedback are a few examples. Each person deals with stress a little differently.

Try any of these temporary suggestions to see what happens to your energy level when you start to feel uptight.

YOU HAVE THIRTY SECONDS FOR EACH IDEA.

STRESS REDUCERS!

1. **Close your eyes and picture the most beautiful sunset you have ever seen.**
2. **What was your favorite movie and why?**
3. **How many state capitals can you think of? (Say out loud.)**
4. **Draw as many flying objects as you can think of.**
5. **You have just won one million dollars. What are the first five things you plan on doing?**
6. **Say out loud all the names you can think of that begin with the letter "J."**
7. **What do these mean?**

R|E|A|D|I|N|G

Stand
I

From: *Developing Self-Esteem for Students*, Palladino, 1994

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Self-Esteem - A State of Mind
It is only in your mind!

We have discussed what self-esteem means to us and we have defined self-esteem. Now, let's look at what some of the experts say about self-esteem.

In his book *,Life Is An Attitude!,* Elwood Chapman states that self-esteem is a state of mind. It the way you feel about yourself and others. He further asserts that self-esteem is **measured by the way you act.** Chapman lists the attributes of good self-esteem as:

1. Appreciating your own worth and importance.
2. Having the character to be accountable for yourself.
   - ⇒ People with low self-esteem blame everyone else for their failures/mistakes.
3. Acting responsibly towards others.

Self-esteem is made up of feelings and thoughts we've learned or acquired throughout our lives. Persons with good self-esteem are considered **optimistic** they possess an "I can do it" attitude. On the other hand, persons with low self-esteem are looked at as being **pessimistic** with an "I can't do it" attitude. The way you handle life's everyday "bumps" reflects your sense of self worth (self-esteem) to those around you. Our self-esteem shows to everyone who comes in contact with us.

If it sounds as if self-esteem is the same as **attitude**, you're beginning to catch on.

Why do some people have a negative attitude towards life? We are all born with the capacity for positive feelings, but it is possible to learn not to like yourself through practice or life experiences. Parents and friends who constantly put you down can make you feel insecure about yourself. The circumstances that happen in our lives may change the way we, or others, feel or look at ourselves. For example, if you lost your job all of a sudden - that could have a real impact on your life. There are other negative factors that can slip in and influence self-esteem as we go through life. The problem we face is controlling or keeping these negative factors from zapping our self-esteem.

Think about some negative factors in your life. **Who or what are they?** ________

____

It is hard to change others. ***We have control over only one person, ourselves!*** If you learn nothing else from this workshop, I hope that it is that statement. One of the most empowering things we can do is to take the authority to control our lives. We can change the way we react to the influences in our lives. How or what can we do to control and/or reduce negative influences? In his book, Elwood Chapman suggests the following techniques to help us stay positive:

- When you meet friends, instead of asking them "How are you doing?," ask them to tell you a bright spot in their day.
- Refuse to worry about those negative elements in your life that you can do nothing about.
- Do not borrow negative factors from other people by trying to live their lives for them. You have all you can handle keeping your own focus positive.
- Take a few minutes each day to review the changes you may need to make to keep your focus positive.
- Dispose of small, nagging problems quickly by addressing them. Take care of bigger problems by breaking them into smaller components that can be solved.
- When anticipating what lies ahead in a day, think about the good things that can happen.
- When replaying the events of a day, think about your accomplishments.
- Share what you have learned about attitude with the person that care about the most.
- Talk openly to this same person about the state of your attitude.
- Add your own suggestions/ideas: ______________________________
  ____
  ____
  ____
  ____
  ____

Remember that self-esteem is not a one shot deal. It is an on-going evaluation of yourself. **It can be learned, but not overnight or by chance.**

> **"No one can make you feel inferior without your consent."**
> **Eleanor Roosevelt**

The quote by Eleanor Roosevelt is powerful and it is an important statement to remember, burn it into your memory. You are the one who has control in your life. You can allow other to influence you but you can also allow them not to influence you.

NOTE: At this point in the workshop, we used the "Who Am I" exercise from the Palladino book. This exercise asks that you write positive things about yourself and about how you perceive your talents, character, and appearance. You are also asked to state what you are most proud of, accomplishments, and awards you have received. This type of introspective exercise helps you to really see yourself. Discussion following the exercise deals with feelings on writing down this type of information about ourselves. Participants may share any comments they wrote on a volunteer basis, no one is forced to share. Participants are asked to keep this exercise and to review it periodically and record changes and additional information.

How we feel about ourselves can affect the way we react to others in any situation. Put your self in the place of the couple in the case study below. Think about how you would act and react to the situation. Write down your reaction and then we will discuss this situation.

Case Study

You and your mate planned your dream vacation for three years to a foreign country. On your way to your destination, you get delayed by incomplete paperwork in a different country. After numerous calls to the United States Embassy and other Foreign Embassies, you realize that your visas are not in order and there is nothing you can do to correct the situation in time to make your flight connections and continue your trip. What would you do? __________

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Now, what happened.

This professional couple had been planning their dream vacation to India for three years. On a stopover in Germany, they were unexpectedly told that their visas were not in order. Germans have a reputation for precise paperwork and the couple thought that was the problem and that a call to Bombay would solve the problem quickly. After numerous calls to U. S. and Indian Embassies, the couple had to concede that they were not going to India and they were stranded in the airport at Frankfurt, Germany on Christmas Eve.

There they were in shock, with two non-refundable round-trip tickets from Los Angeles to Bombay, India and nowhere to go but back home. They were filled with embarrassment and self-doubt. They realized they had to turn their situation around, or it would quickly turn into an argument with each blaming the other for some gross stupidity, large financial loss and missed opportunity. Determined not to see this happen, they consciously decided to view their calamity as a "divine gift." They began to work with the affirmative idea: "Something better must be in store for us." Their gloom lifted. With fresh energy, they created a new set of options.

They succeeded in enlisting sympathetic support and cooperation from a kindly Lufthansa employee. After a delightful visit to Heidelburg, they embarked on a carefree, memorable adventure in Israel.

This is a true story with an eerie turn of events. Weeks later the couple learned that the hotel they had booked in New Delhi, India, burned to the ground during the time they would have been staying there and several guests were killed.

(From: *Measure & Manage Stress,* Kindler and Ginsburg)

Self-Esteem and the Beauty Queen

Angela Hughes, recently crowned Miss South Carolina 1996 choose *The Power of Self-Esteem* as her platform . In a quote from **The State** Newspaper (July 9, 1996), Miss Hughes speaks of her concern for building self-esteem in youth, "If we groom children with positive reinforcement we will prepare them for obstacles the may face in life. The power of self-esteem is magnificent and can ultimately determine if a child will be successful in achieving goals they have set for themselves."

You can see that self-esteem is important to many people and a great many see the power that a good self-esteem can have in your life. The new Miss South Carolina speaks about the importance of developing self-esteem in young people. We must remember that we share in this responsibility. Be fair in

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dealing with the children you come in contact with and remember that how we react to others affects their self-esteem.

> **"Your mind is a sacred enclosure into which nothing can enter except by your permission." Arnold Bennet**

This quote by Arnold Bennet reiterates Eleanor Roosevelt's quote. Do you agree with this quote? Why or why not? ______________________________

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NOTE At this point we administered a survey based on "How High Is your Self-Esteem" in ***Developing Self-Esteem For Students*** by Connie Palladino. We made some modifications to the survey in order to make it applicable to a workplace setting and use with adults. The survey consists of 25 statements that the participant answers true or false based on how the statement relates to their thinking. The scoring is fun because if you have over half of the answers marked "True," you may need to spend time working on a more positive attitude. People seem conditioned to mark more true answers and as participants realized they had, in their minds, too many false answers - they wanted to go back and change answers. Some participants did go back and change answers and were sorry they did.

Negative -versus-Positive Negative comments can play havoc on self-esteem. In today's world negativism is all around us. Think about the negative comments in the media about our country, leaders, and law enforcement to name a few. All this negativity can influence how we feel about ourselves and the world around us. Negative people are considered pessimists they always look for the worst in any situation and fail to see good points, even when they are pointed out.

Think about people or places that you like. What is it that you like about these people or places? It would not be going out on a limb too far to guess that what you like is the way these make you feel good about yourself. Of course, we choose to be around people and places that make us feel good. Positive people are warm and friendly and considered to be optimists. Optimists are those people who look on the good or bright side of any given situation. Optimists are fun to be around, they can brighten your day and outlook with their cherry attitudes.

If given the choice, who would choose a negative situation over a positive one? Often there may be people that we really care about who are going through rough times and turn negative. If we are true friends, our duty is to help them turn around the negative influences in their lives. Success comes from the "I can do it's" not the "I can't do its."

Case Study This is a true story about one of my former 7th grade students. As a junior in high school she was diagnosed with bone cancer and had one leg amputated. This could be devastating to any your woman and Gay went through some rough times. However, she realized that she was alive and that with chemotherapy she would be able to beat this cancer. Gay did and with an artificial leg and physical therapy she marched in her high school graduation with her class. There were many tears of joy and admiration shed by family, friends, and classmates at her graduation for Gay had been a true role model on how to meet adversity with a grin. Recently, I was shopping and a beautiful young woman with an infectious grin came over and asked if I was a teacher. It was Gay, we had a wonderful reunion in Wal-Mart. As we talked she introduced me to her beautiful 16 year old daughter who is a local model. Gay has been married for 18 years and has one other child. What keeps her positive? Others in her situation would be bitter at the world to this day. But not Gay! What an inspiration Gay is to me!

How can we stay positive while facing adversity? How would you handle Gay's situation? ____

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Be optimistic and stay positive for yourself! Remember that you can help and influence everyone that you come in contact with and that **a positive attitude is contagious - so spread it around.**

> **"The optimist proclaims that we live in the best of all possible worlds, and the pessimist fears that this is true."**
> **James Branch Cabell**

Goal Setting and a Positive Attitude How do you overcome or keep yourself from getting into a negative mood? Sometimes bad things happen that can influence us and our attitudes. It is important to remember that we need to keep ourselves directed. One way we

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can do this by setting goals. Studies have shown that people with goals tend to be more positive because they are concentrating on meeting their goals. This focus keeps them looking to the future and at how they can meet and maintain their goals.

What is Goal Setting and how do we set goals? We set goals by making a decision about something that we want to achieve. We can put a time frame on the goal, if necessary. There are personal goals, educational goals, and work-related goals. The goals that you set must be your choice and attainable. There are long term and short term goals. A short term goal is one that you can accomplish in a short period of time. Painting the inside of your house may be a short term goal, for you could accomplish it in a matter of days. Saving for your retirement, on the other hand, is more of a long term goal since many people work for thirty or more years before they retire. You can set individual goals or you can have family goals. The possibilities are as endless as your imagination and your desires.

Because your goals relate to your desired achievements in your personal and work life you have true ownership of these goals. You will work hard to meet the goals you set. What happens when you complete a goal? Enjoy your achievement for awhile, but start thinking about setting a new goal to work towards. Goals give you something to work for and this provides you with the drive to succeed.

> "The way that you act will eventually be determined by the way you think, feel, and believe."
>
> Doug Hooper

REMEMBER: Keep a positive attitude in all that you do and spread it around! Not only will this help your self-esteem, it will also boost the self-esteem of others.

Have fun, set goals, look on the bright side, and be POSITIVE!

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Self-esteem focus for Miss S.C.

By BERTRAM RANTIN
Staff Writer

SPARTANBURG — Angela Michelle Hughes believes in the power of self-esteem.

That belief served her well Saturday when she was named the new Miss South Carolina during the 60th annual scholarship pageant.

Hughes, Miss Anderson County, won the title before a packed house at Spartanburg Memorial Auditorium and a vocal and enthusiastic crowd.

When her named was called, the Anderson College student fell to her knees and later looked skyward and mouthed "thank you."

Hughes, who won a $16,250 scholarship, ran on the platform of The Power of Self-Esteem.

"You have to work to have a high self-esteem. It doesn't just happen," she said during the interview portion of the pageant.

For her talent, Hughes performed a tap dance routine to a big band selection. She will represent the state in the upcoming Miss America Pageant.

Laura LeGette Phillips, Miss Florence, was named first runner-up in the pageant and received a $4,000 scholarship. Kyshone Mertice Hunter, Miss Orangeburg, was second runner-up and received a $2,000 scholarship.

PLEASE SEE **CROWN** PAGE **A14**

PAM ROYAL/THE STATE

Miss South Carolina Angela Hughes reacts to winning the title.

CROWN

FROM PAGE A1

Aimee Galloway, Miss Greater Camden, was third runner-up and received a $1,500 scholarship, and Kathryn Elizabeth Reese, Miss Spartanburg, was fourth runner-up and earned a $1,400 scholarship.

Hughes, who also attended Wofford College in Spartanburg, chose the importance of building self-esteem in youth as her platform.

"If we groom children with positive reinforcement we will prepare them for obstacles they may face in life," she said. "The power of self-esteem is magnificent and can ultimately determine if a child will be successful in achieving goals they have set for themselves."

Hughes, a business major, is a board member of the Anderson College Alliance for Prevention of Child Abuse, and she has developed a campaign for shelter relief.

She will officially begin her duties as Miss South Carolina this morning when she meets with reporters for her first news conference.

Ten finalists chosen from the 52 original contestants were named at the start of the pageant based on three days of preliminary competition. They competed in Saturday's evening wear, swimsuit and talent events, and five were selected to go on.

The five finalists then were interviewed about such topics as self-esteem, whether contestants should wear high heels during the bathing suit event, and what the punishment should be for parents who abuse their children.

The pageant opened with a full-stage dance number by all the contestants to Lionel Richie's "All Night Long."

The show then took on a Motown swing as the parade of contestants began to the tune of "Having a Party."

The mood during the pageant was energetic as supportive family members, friends and others — many former pageant winners in crowns and formal dresses — yelled out words of encouragement to their hopefuls on stage. During television commercial breaks, contestants waved to their cheering sections.

The crowd-pleasers for the talent portion were Miss Queen of the Sea Islands, Jade Smalls, who performed Frederic Chopin's "Fugue in C Minor," and Galloway of Greater Camden, who performed a Las Vegas clog routine to "Orange Blossom Special."

Besides Hughes' self-esteem platform, the platforms for the other finalists were Phillips of Florence — Educate, Participate, Donate; Galloway — Head Start; Orangeburg County's Hunter — AIDS awareness; Reese of Spartanburg — The Three R's: Respect, Responsibility and Remembrance.

In the talent portion of the contest, the new Miss S.C. performed a tap routine to a big band number; Miss Orangeburg performed a tap routine to "Stomp the Blues Away." Miss Spartanburg performed a ballet done to "The Lord's Prayer"; Miss Florence sang Andrew Lloyd Weber's, "With One Look."

In-kind scholarships for the 1996 pageant totaled more than $9.3 million — $800,000 more than last year.

from: *The State* Newspaper, July 9, 1996

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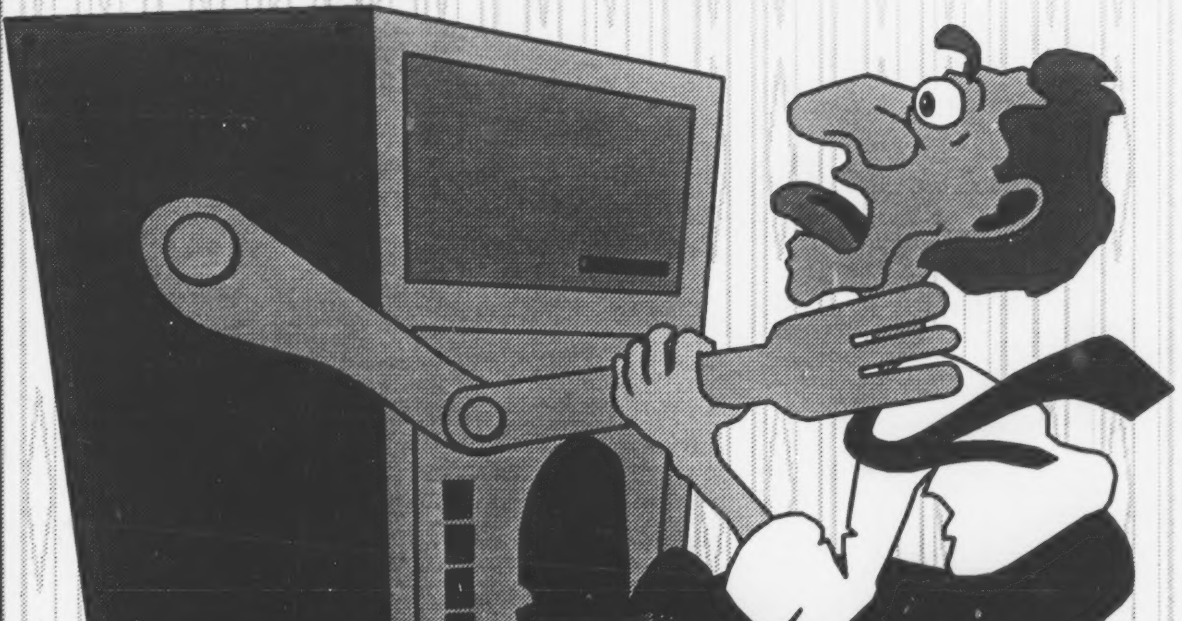
Stress !

Is It The Spice Of Life?



Project VISIONS2
and
CAREER 2000

present

STRESS!

Is It The Spice of Life?

With information compiled by:
Mary Lou Taylor, Instructor at Holnam, Inc.
and
Sue T. Crapps, Counselor for Project VISIONS2
for
a National Workplace Skills Grant
received by
Orangeburg-Calhoun Technical College
Orangeburg, South Carolina

"The contents of this curriculum were developed under a grant received from the Department of Education. However, these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government."

CAREER 2000 presents.........

Stress! Is It the Spice of Life?

Workshop Title: ***Stress! Is It the Spice of Life?***

Workshop Hours: 12:45 - 2:45 PM and 3:15 - 5:15 PM

Workshop Location: Main Office Building, 2nd floor classroom

Class Size: Up to 20 participants ***Instructor:*** Lou Taylor, ext. 241

Course Description: Stress is a part of modern life. Joel Schumacher, a Hollywood producer, was recently quoted as saying, "I thrive on stress. It's the spice of life." The demands of work, family ,and modern life can cause undue stress on many individuals. The purpose of this workshop is to make the participant aware of the factors causing stress in his/her daily life. The participant will learn several ways to manage stress.

Why Take This Course? This two-hour workshop will refresh you. It will help you realize what is causing the stress in your life and how to manage that stress. You will leave with a renewed spirit and sense of well-being. The workshop promises to be a helpful, restful, and stress-free two hours.

Materials: All workshop materials and surveys will be provided for the participants at the workshop.

Grading System: This is a non-graded course. The scores on the surveys given are yours and will not be recorded or shared.

Confidentiality of Test Scores: The only tests given will be the two surveys mentioned, and no results will be recorded or shared. The "Who Am I?" survey is a non-graded survey which allows the participant to take an introspective look at himself/herself. The "Self Esteem" survey is self-scored and the results are not shared or recorded.

Workshop Schedule: *"Stress! Is It the Spice of Life?"* is scheduled for the following days: July 16, August 13, August 15, and August 29.

Attendance: This is a two-hour workshop; attendance is mandatory for credit.

Workshop Objectives:

- ⇒ Participants will complete and compute their scores for the Holmes-Rahe Stress Test.
- ⇒ Participants will evaluate their stress level based on the Holmes-Rahe scores and will formulate a plan for reducing stress in their lives, if necessary.
- ⇒ Participants will identify the external and internal causes of stress in their lives.
- ⇒ Participants will assess their current use of time management skills.

What Is Stress?

Think about it! **What is stress and what is the effect that it has on your life? What are the causes of stress in your life?** They can be numerous or in some cases few. Identifying what causes stress can, in many ways, be the start of reducing that stress. Just knowing that a certain person or event causes stress can help you identify the ways in which you can manage, or control, the effect that it/they have on you.

Going back to the original question, what is stress? At a recent workshop I attended on stress, one of the presenters stated that, "***stress is living***." I wasn't sure how I accepted that definition at first, but after some thought I realized that it makes sense, if you consider the alternative. Think about it! Stress is a part of all of our lives. Stress is not something that we can reach out and touch - it is intangible.

Stress has become a part of our lives. Stress affects us in our everyday lives in many ways. Some stress is necessary for us, it actually helps us by motivating us to get an activity or work done. In the August 25, 1996, Parade section of the Sunday newspaper, Joel Schumacher, a Hollywood director, stated, "I thrive on stress. It's the spice of life." Schumacher said this in reply to a question about directing two major movies (almost simultaneously), "*A Time to Kill*" and the next "*Batman*" sequel. He implied that stress helps him get his work done.

What causes stress in our daily lives? Is it a situation at work or at home? Is *it* something that we can control and identify easily or will *it* be difficult to isolate and change the cause? How do we answer these questions? Do we actually know the causes of stress in our lives? Let's take a few minutes to look over, and complete, the exercise on page 3 of the Handout Appendix; this will aid in the identification of stress in our lives.

Now that we know what are some of the causes of stress in our lives, we can begin to address and change, or control, these causes. When does stress become bad or harmful for us *and* how do we recognize it? Stress is present any time that one of the events in our lives becomes too much for us to handle, or if we find that we are often angry or upset. When a series of stressful events occurs, we need to be careful. Our bodies will react to stress in many different ways. Some of us begin to be angry and fly off the handle at the least little thing, while others may show no outward signs, but internally they are a wreck. The way in which we react to stress is individual and may depend on the degree of stress acting on our lives. Some may just get angry or quiet, others fly off the handle, and a great many individuals may get physically ill (for example: ulcers, fatigue, upset stomach, elevated blood pressure).

One of the goals of this workshop is to identify techniques that can help us manage the stress in our lives. Sometimes it is helpful to do exercises that can aid in relaxation. Turn to page 2 of the Handout Appendix of this booklet and let's do the Quieting Technique described there.

Before we can manage something, we must realize what it is that we need to control. The worst thing about stress is that when it gets out of control, it leaves us with a feeling of hopelessness. This is what we want to avoid at all costs. However, knowing how to avoid the "out of control" syndrome is often easier said than done. When stress takes control of our lives, we suffer emotionally with a lowering of our self esteem/worth, and if left unchecked, it can lead to physical problems, as well.

Letting go of the stresses in our lives is not always an easy task. We can handle stress in one of two ways: REACTIVE or PROACTIVE. When we are REACTIVE, we let the stress manage our lives. When we are PROACTIVE, we manage the stress. Hopefully, today, we will learn several ways to deal with, and manage, stress.

Read the exercise on page 4 of the Handout Appendix, about how scientists trap monkeys, and then we will discuss what we think about this example. Are the monkeys reactive or proactive in this situation? Do we behave like the monkeys? (always, sometimes, never)

Stress Is Unique!

You will get tired of hearing that each of us reacts to stress differently, but it is true! *Stress can mean different things to each of us.* What causes stress for one person, may seem trivial to another. Take the example of a parent watching his/her child participate in sports. Most of us can enjoy watching a child perform at a football, or other sporting event, while others might get nervous wanting their child to do well. Look at the example of one father at the 1996 Summer Olympics. The television announcers kept showing the father of a Belorussian Gymnast, with his face buried in his hands while his daughter performed. He would not look at his daughter until the routines were over, and his wife told him how their daughter had performed. An announcer interviewed the obviously nervous parent and asked him why he would not watch his daughter. The father replied that he was so nervous for his daughter during this semi-final round of competition that he felt as if he would have a heart attack if she made a mistake, so he just couldn't watch. This situation was really stressing him out.

The daughter did well and made it to the finals to be held the following day. The father watched his daughter during the finals, and the announcer asked him how was it that he was so nervous the day before and now he could watch? He told the announcer that the important thing was for his daughter to make it to the finals; once she had, then he could watch her performance. It didn't matter whether she won the event; it just mattered that she made it to the final round. Being in the final round meant that his daughter was considered one of the top gymnasts in the world, and in his eyes she was a winner. (By the way, his daughter won a silver medal for best, overall, in Rhythmic Gymnastics.)

If your child were in an Olympic event, how would you handle it?

- ⇒ **300 or more - you have an 80% chance of getting a stress-related illness in the near future.**
- ⇒ **299 - 150 - your chances of stress-related illness drops to 50 %.**
- ⇒ **150 - below - your chances of stress-related illness drops to 30 %.**

The scale above suggests that it takes effort to adopt change in one's life, and then it takes even more effort to regain stability. This process could zap the energy that your body would ordinarily require to maintain itself; so, susceptibility to illness increases.

On page 5 of the appendix, there is a diagram from the book Managing Stress for Mental Fitness. It shows how stress can physically affect various parts of our bodies. It has been found that continuous stress can have a slow and damaging effect on the circulatory system, lungs, digestive tract, joints and muscles. Stress can also hasten the signs of aging. Who wants to look old before his/her time?

Job Stress? Do you have stress on your job? This is often the most common cause of stress for many individuals. In a recent study by Dale Carnegie and Associates, it was found that 47% of American workers reported that 1995 was more stressful than prior years. Of these workers reporting, 37% stated their job was the primary reason for the added stress. Much of the added stress, in and out of the workplace, is caused by situations that are totally out of our control. Workplaces are not stress-free in today's modern society. Production goals, time constraints, irate customers, and relationships with co-workers and supervisors are but a few of the causes of workplace stress.

Most of us need to work, and the deadlines that are placed on work schedules are often very stressful. What would it be like if we did not have those deadlines? Would you or some of your co-workers get in a hurry to finish a job without a time frame in which to work?

The book, Managing Stress for Mental Fitness, (page 17), lists the following items as symptoms of stress in the workplace:

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What causes us to react differently? In Managing Stress for Mental Fitness, there is a listing of four categories of feelings that may be causes for stress. Take the time to review these, shown below, and then we will discuss how we feel about these topics.

Feelings	**Crisis Events**
• Restlessness • Keyed Up Feeling • Anxiety • Depression	• Death of a Family Member • Divorce • Separation • Business Failure
Lifestyle	**Physical Symptoms**
• Intensive Drive • Aggressiveness • Time Urgency • Impatience • Guilty When Not Working	• Ulcers • Migraines • Hypertension • Heart Attack • Headaches • Stroke

Certainly there is at least one of these issues that could be a cause of stress in your life. For most of us, it may not be just one particular thing, but rather a series or combination of happenings or events that is the primary cause of stress in our lives.

How can we tell if there is too much stress in our lives? There are many conditions, in the above box, that can be symptoms of stress in our lives. Another sign could be that a friend may ask if something is bothering you, or friends, or those close to us, may notice a change in our behavior before we are aware of any change occurring. Another way to assess stress is to complete the Holmes-Rahe Stress Test.

Test Yourself We all handle stress differently, depending on the situation. The Holmes-Rahe Stress Test shows how much stress is in our lives, and if we are in danger of having too much stress. Be truthful as you answer these questions. This survey was developed by Thomas Holmes and Richard Rahe in 1967 and has been in use since that time. It has proven to be useful. When you finish, you will give yourself the points listed for each statement that applies to you and add these points together for your total score. We will discuss what the scores mean.

What was your score? Write it here __________ . Now, look on the next page and find the range in which your score falls to see how stress affects your life.

1. When events are faced with cynicism and negativism.
2. When the drive to pursue perfection pushes one beyond what is realistically possible.
3. When the conflicts with spouse and family seem to be increasing without clear reasons.
4. When alcohol and/or other drugs become an escape from the pressures of the job.
5. When there is a tendency to bully and/or seek perfection from those one supervises.
6. When there is little time planned for anything except work.
7. When it seems impossible to relax or enjoy leisure activities because one's mind is constantly on work.
8. When one feels ill at ease in social situations that are not related to work.
9. ______________________________
10. ______________________________

You will notice that the last two items are blank. This is to give you the opportunity to add some items, that may stress you, that are not covered by the previous 8 items on the list. What would you add to this list? Write it down. Look at this in a month or two. Would you change any of the items? Do that, and make any changes you see fit. The causes of stress may not always be constant - they can change.

Too Much Stress?

When is stress too much? The only person that can judge that is YOU. Some guidelines could be to look for the symptoms of too much stress: a change in your eating habits, loss of energy, irritability, loss of sleep, and changes in your interest levels. These are but a few of the many symptoms of too much stress. All of us have experienced one or more of these symptoms from time to time. Look for a **combination** of these symptoms, not just one - that is the clue that stress could be causing you problems.

When stress gets out of control, it creates problems and illnesses which are often treated by medication and unnecessary medical procedures. YOU can control the stress and save money on medical bills, in the meantime. Look in the following box for some examples of methods to help us manage stress.

Managing Stress

- Take a walk each day
- Read a book
- Take time for yourself to stop & think
- Exercise
- Take a vacation
- Treat yourself to something special
- Eat your meal S-L-O-W-L-Y
- Have dessert, now and then
- Organize & Prioritize
- Laugh - Humor is a powerful tool.
- Encourage Teamwork
- Learn from mistakes
- Talk to a trusted friend

The last item on the list advises us to talk to a trusted friend. This points out that sometimes we need others to help us. Life is full of bumps and bruises, and sometime we need that special friend, or healthcare provider, to help us along the way. Stress often separates us from the support that we need; be careful not to let it happen to you!

Page 6 of the Handouts lists more methods of coping with or handling stress, read over these and let's discuss if you find any helpful ideas. Do you have anything that you already do to help control stress in your life? What is it?

Take control of stress! List three things that you can do today to help reduce stress in your life. ____

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Let's see if we can help someone else with what we've learned so far. Turn to page 7 of the Handouts and read the case study about Jeep and his family. How can we help him? What would you suggest as his friend?

Page 8 of the Handout Appendix gives us a longer relaxation exercise than the one we did earlier. There will be time when we feel tied up in knots and an exercise such as the Progressive Relaxation will be very useful. Turn to page 8 and let's go through this exercise.

A Little Time Management

Another way of managing stress is to better manage our time. Don't let this be another

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stressing factor in your life. There are some rather simple things that can be done to help us use our time better. Keep in mind that **we all get the same amount of time daily**. To make better use of our time, we need to understand how we use it, what problems arise from our unwise use of time, and how can we counteract these problems, thus better using our time.

In order to gain control, we need to first realize how we use our time daily. We can gather this information by keeping a daily log of our time with notations of what we are doing every half hour (30 minutes). Identify who is influencing our time during that period and the topic and length of conversations. Also note why things took longer than they should. At the end of the day, add up your time spent in various categories (such as: conversations, meetings, telephoning, and mail.) You will have a good picture of how your time was used and influenced.

When you are setting up your schedule for the day, keep your energy level in mind. If you are more active and alert in the morning, then plan your busiest and most strenuous work in the morning. Keep the afternoon for your slower work. In Personal Time Management, this concept is called "**Prime Time**." To find your Prime Time, think of the day as before 12:00 noon and after 12:00 noon. Relate how you feel your energy level is during those times. Your energy level is referred to as your *energy cycle*. Then ask yourself these two questions: **1**- Do I arrange my workday to take advantage of my energy cycle? and **2**- What could I do differently to better utilize my period of peak energy?

Another thing to help manage time better is to set priorities. Personal Time Management suggests that you use the ABC method to determine priorities. What is the ABC method? This method involves using one of three categories to prioritize items. **A** is the "must do" category - these are the critical items that must be done that day. "A" group items have critical date deadlines, specific directives, or critical customer service requirements. Category **B** is the "should do" group - these are of medium value; they are essential but have no critical deadlines. The C group is the "nice to do" group - these are low-priority items. Sometimes the "C" group is the fun-to-do group, but postponing or rescheduling them will not hurt anyone that day.

Using the ABC method can be most useful when you keep written records of the ratings. Keep in mind that the ratings are not set in stone, they can change over time.

(Page 10 of the Handout Appendix has a summary sheet of Time Management tips.)

On page 11, we will find an exercise. Let's find out what we would do if we had two extra hours in a day.

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Handout

Appendix

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Note to the Instructor

As you read through the Handout Appendix, you will notice that several exercises are not included. These exercises were modeled after exercises described below. If these materials are not available to you, you may be able to find other appropriate exercises for inclusion in your workshop. The titles, author, publisher and information is included on the reference page of this workshop.

⇒ **Page 3** - Participants were asked to think back over the last two weeks and list any sources of personal stress at home and at work. They were also given a list of external stress sources. A discussion of external causes and how they are the tip of the problem followed. The deeper and more difficult to identify are the internal causes of personal stress. Participants were asked to look at the causes of stress they listed and identify the internal pressures that caused their personal stress. This is modeled after an exercise in *Measure and Manage Stress*, Crisp Publications.

⇒ **Page 5** - Any chart or diagram that shows how stress affects the various parts of our bodies is appropriate. The main point is to discuss how stress can cause various stress related illnesses.

⇒ **Page 6** - This is a listing of Conceptual Methods of Coping With Stress from *Managing Stress for Mental Fitness*, Crisp Publications. The list includes changes that you can make to releive your stress in the areas of internal attitudes and perseptions, interaction with your environment, physical ability to cope, and changes to your environment.

⇒ **Page 7** - This is a case study of a man with problems relating to his family and co-workers. The participant is asked to be his old friend and to respond to the man when approached for help. Particpants are encouraged to discuss the situation openly and in doing so realize that the person has more problems than they can deal with and that professional help may be an answer. The roles of mental health professionals are briefly discussed and participants have the opportunity for input and questions.

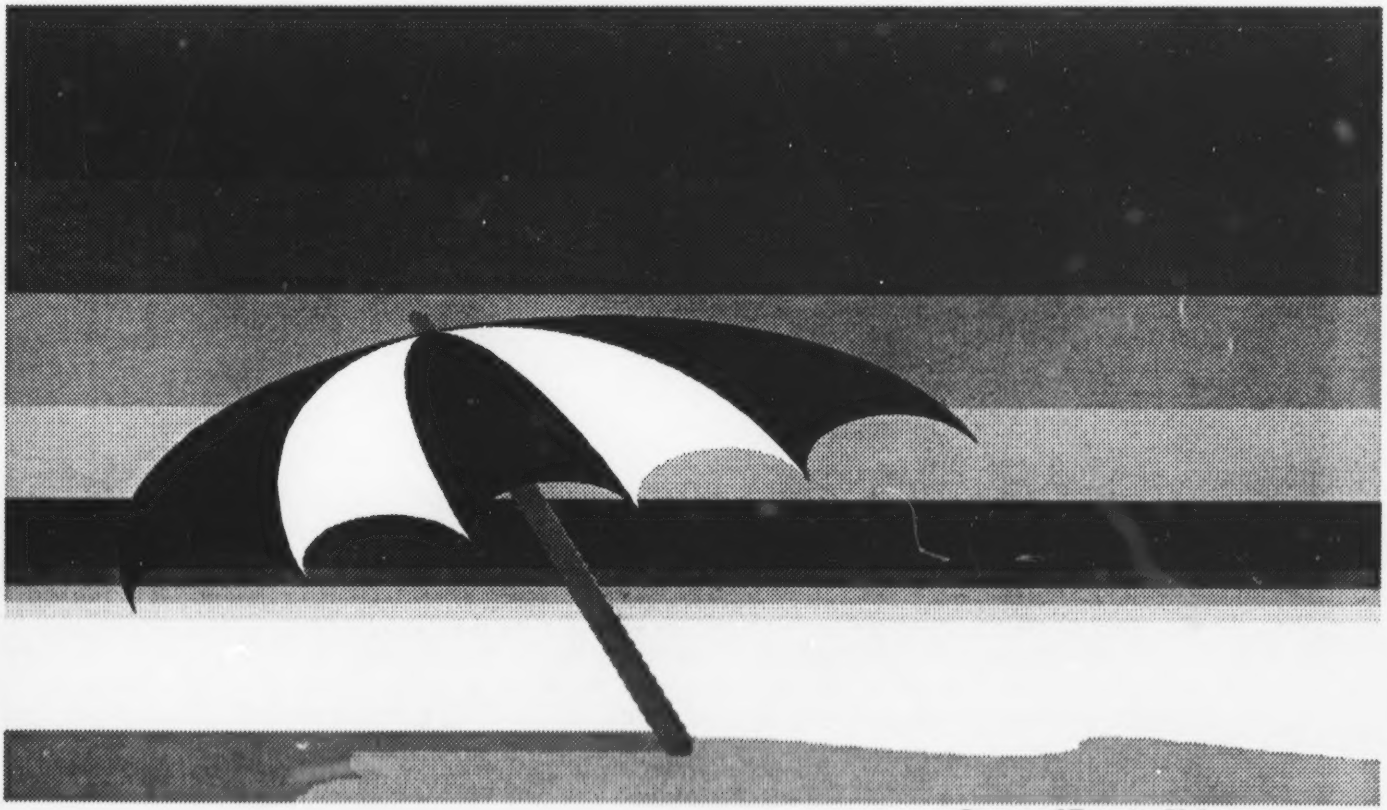
⇒ **Pages 9 and 10** - Information on Time Management from *Personal Time Management*, Crisp Publications. Page 9 had information on "The Three Tests of Time" (necessity, appropriateness, and Efficiency) and "The ABC's of Setting Priorities." Page 10 contained information on controling your use of time.

⇒ **Page 11** - This group exercise dealt with how you would spend two extra hours of time during the day. Participants then reanked the priority of the tasks they would perform using the ABC method. Based on an activity in *Personal Time Management*, Crisp Publications.

Quieting Technique

Follow these simple directions to get quick fix for stress relief, when done this exercise can really calm you down and adjust your attitude:

1. Close your eyes. If you are at work and can't close your eyes then mentally close your eyes.
2. Quickly check all your body parts for tension. Let your shoulders drop and your jaw open slightly.
3. Pretend there are light tubes bringing light and air from the bottom of your feet directly to your lungs. Breathe deeply to the count of 5 - bring in the fresh air and light to your lungs.
4. Hold your breath for a count of 5. Exhale slowly to a count of 5.
5. Open your eyes, smile, and say aloud (or to yourself at work), "I'm OK!"
6. Things should seem brighter now!



Source of Exercise Unknown

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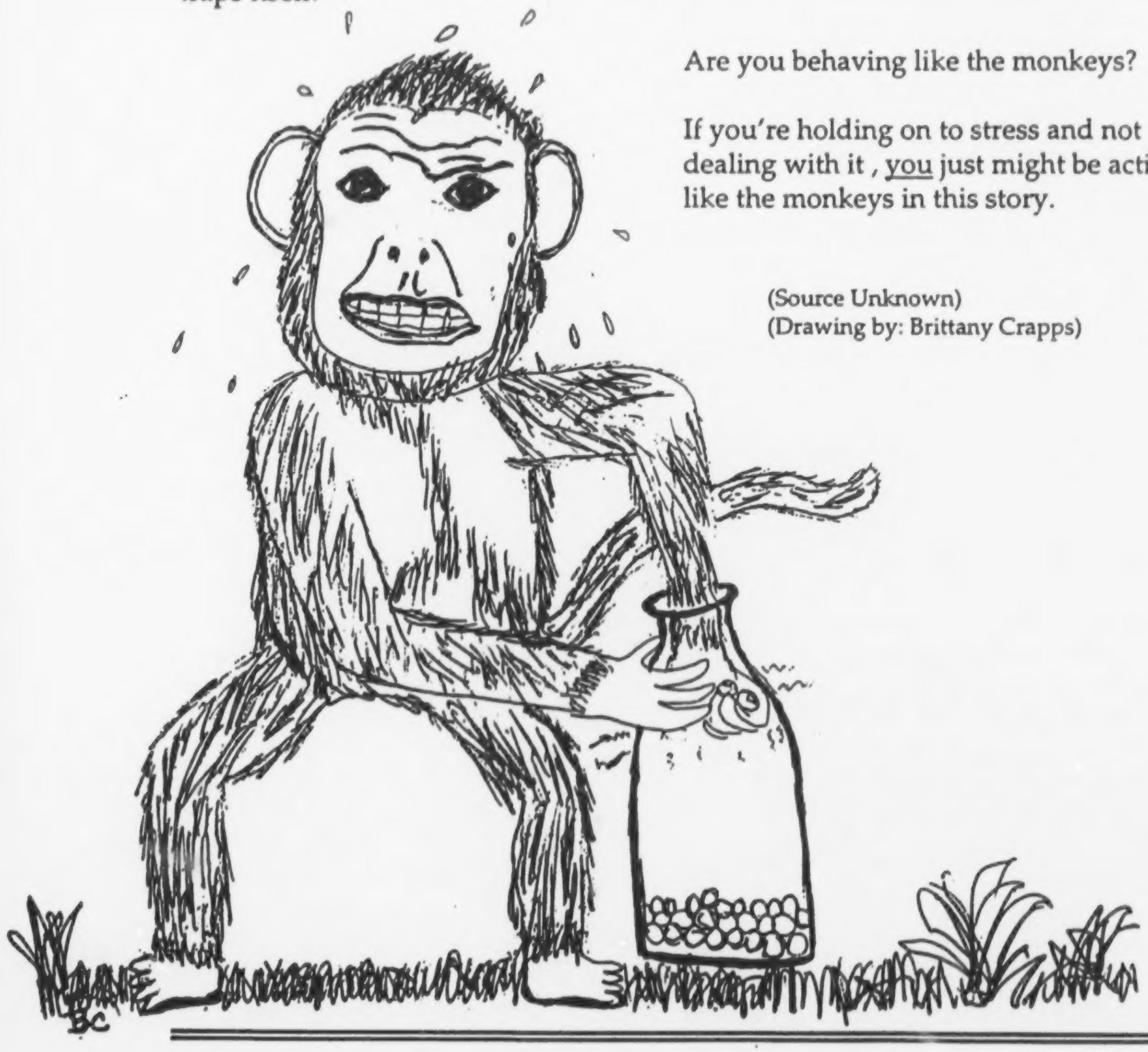
Monkey Business

There is a story that scientist use a long-neck bottle to catch monkeys, it goes something like this: When scientists want to trap monkeys, they have an easy way. They go into a clearing and set out long-neck bottles. Inside the bottles are a kind of nut that the monkeys love to eat. A few hours later they return and find each bottle with a monkey attached to it. It seems that the monkeys put their arms into the bottles to get the nuts, they grab a fist full of nuts and can't get their arms back out - and - they won't let go of the nuts! The monkey actually traps itself!



Are you behaving like the monkeys?

If you're holding on to stress and not dealing with it , you just might be acting like the monkeys in this story.

(Source Unknown)
(Drawing by: Brittany Crapps)

Progressive Relaxation - Un-stress Yourself! ! !

1. Sit comfortably. Loosen any tight constraints.

2. First we have to realize the difference between tight and loose. Make a fist and squeeze your fist and arm tight, tight, and tighter still. Now relax your arm and shake it out like a rag doll. Can you feel the difference?

3. Tighten your toes and feet inside your shoes. Make your feet into a ball. Relax your feet and toes.

4. Tighten the calves of your legs as tight as you can; keep your feet relaxed. Relax the muscles of your calves and feel the looseness.

5. Tighten your buttocks. This will make you rise a little in your chair if you do this right. Then relax and feel the looseness. Check your feet and legs to see if they are still loose.

6. Tighten your stomach muscles. Pull them in and squeeze. Then relax and feel the difference.

7. Tighten your right arm - make it tight, tighter. Relax, feel the difference. Now do the same with your left arm.

8. Now tuck your head in between your shoulders. Imitate a turtle - try to make your ears touch your shoulders. Relax.

9. Stretch your back and spinal cord from the base where you're sitting to the back of your neck. Relax and feel the difference.

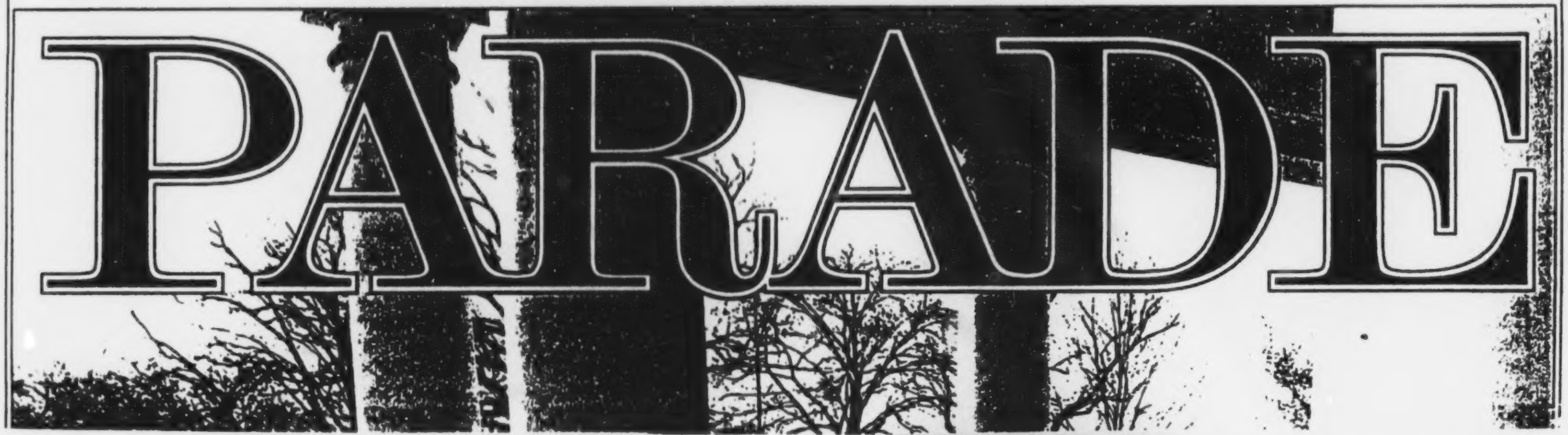
10. Now close your eyes and squeeze your face like you were biting into a bitter lemon. Imagine a line coming down the middle of your face and let the tension slide off both sides. Open your eyes and smile; you should feel better.

All of your muscles should feel loose and you will have more energy when you move and think. (Source: unknown)

HAVE FUN ! ! !
RELAX.....ENJOY.....LIVE.....

SUNDAY, AUGUST 25, 1996

The Post and Courier



Want the facts? Opinion? Truth? Write Walter Scott, Box 5001, Grand Central Station, New York, N.Y. 10163-50
requested. Volume of mail makes personal replies impossible.

Walter Scott's Personality Parade

Q *I keep reading that Joel Schumacher is the director of not one, but two huge movies—John Grisham's "A Time To Kill" as well as the next "Batman" sequel. How can anyone direct two movies at the same time?—M.K., Miami, Fla.*

Joel Schumacher, director and juggler

A Schumacher finished filming "A Time To Kill" in December. While he was getting that $40 million film ready for release, he did preproduction work on "Batman and Robin," which will star George Clooney and Arnold Schwarzenegger and cost nearly $100 million. Shooting starts this fall. How does the director juggle two films? "I'm a workaholic," explains Schumacher, 56, who cleaned up his drug habit in 1970. "I get up at 5:30 every morning, go for a run and work out with a trainer until 8. And I'm careful what I eat. You have to be like an athlete to direct movies, because the hours are so strange and you work in all kinds of weather. 'A Time To Kill' was shot in 100-degree heat [in Canton, Miss.]. We'll be shooting 'Batman' in Ottawa in the dead of winter, when the whole city is frozen. I thrive on stress. It's the spice of life."

PARADE
THE SUNDAY NEWSPAPER MAGAZINE

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